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ABSTRACT

This document describes studies and other evidence supporting year-round education (YRE) in elementary and secondary schools. Included are six newspaper and journal clippings describing the benefits of YRE schools. The document also quotes from test and survey results that indicate that students who are enrolled in YRE programs learn and retain more information than those in traditional schools. Reading and mathematics achievement-test scores from California students in grades 3, 6, and 8 are compared with scores from the Oxnard (California) School District (with a student enrollment that is 73.9% Hispanic). Graphs and tables illustrate these test results, along with the eighth-grade history and science scores, from 1982 to 1990. While Oxnard's scores consistently fell below statewide averages, visible progress was made to close the disparity that existed in the 1980s. The document advocates YRE as having benefits in the following areas: (1) enhancing the retention of learning; (2) providing intersession programs for remediation and enrichment; (3) providing winter vocations/intersessions for migrant students; (4) providing substitute teachers for summer schools and intersessions; (5) reducing teacher and student burnout; (6) providing year-long opportunities for staff development; (7) providing opportunities for student involvement in extracurricular activities and community programs; (8) providing opportunities for "year-round" student employment; and (9) providing students and families with multiple vacation options. (TES)

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ED352228

What YRE **CAN DO**

- to enhance academic achievement and
- to enrich the lives of students

that the traditional calendar **CANNOT DO**

1. YRE Enhances the Retention of Learning by Reducing the Traditional 3-Month Summer Vacation to Shorter Vacation Periods
2. YRE Provides Intersession for Remediation and/or Enrichment (60-20 Calendar)
3. YRE Provides Winter Vacations/Intersessions for Migrant Students
4. YRE Provides Quality Substitute Teachers and Quality Teachers for Summer School/Intersession Programs
5. YRE Reduces Teacher and Student Burnout
6. YRE Provides Continuing, Year-long Opportunities for Staff Development
7. YRE Provides Students on Intersession the Opportunity to Volunteer in Various Capacities at School and in the Community
8. YRE Provides High School Students the Opportunity for "Year-Round" Employment
9. YRE May Extend and Enrich Opportunities for Co-curricular and Extra-curricular Activities
10. YRE Provides Students and Their Families with Multiple Vacation Options During the School Year

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OXNARD SCHOOL DISTRICT

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May, 1992

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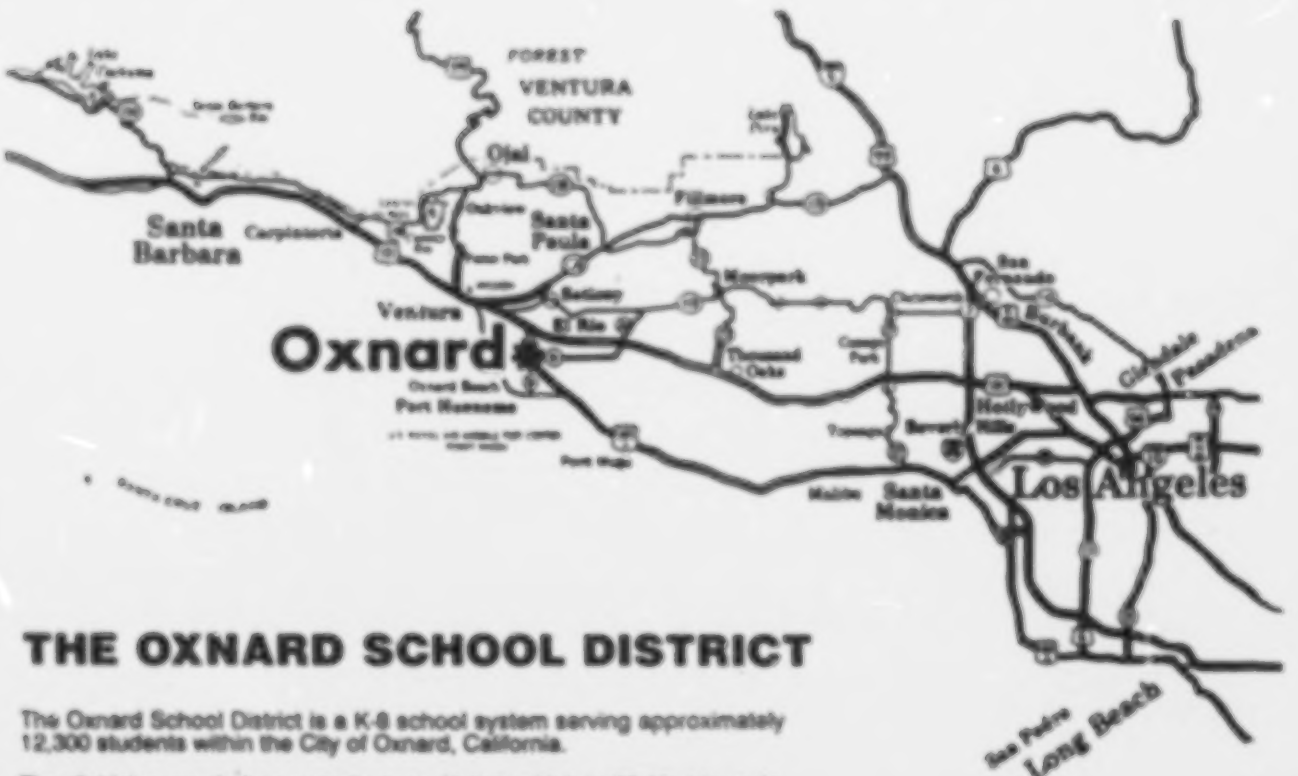

THE OXNARD SCHOOL DISTRICT

The Oxnard School District is a K-8 school system serving approximately 12,300 students within the City of Oxnard, California.

The district currently has a student population which is **73.6%** Hispanic, **17.3%** White, **4.8%** Black, **1.6%** Asian and **2.6%** Filipino.

Located on the Pacific Coast between Los Angeles and Santa Barbara in one of the fastest growing regions in the United States, Oxnard is a rare combination of relaxed sea-side atmosphere and thriving business community. The economic base of the area is enhanced by prime agricultural land (citrus, vegetables and strawberries), tourism associated with beautiful beaches, major industrial and commercial centers, two major military bases (Navy Construction Battalion Center at Port Hueneme and Point Mugu's Pacific Missile Test Center) and a major deep water harbor.

The City's current population is estimated at 140,000, with 175,000 projected for the year 2000.

This growth in population, during a period of extreme funding limitations for new school facilities, has required that the District make the most economically efficient use of its 15 elementary and 2 intermediate schools through a systemwide 60-20 multi-track Year-Round Education program.

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What YRE **CAN DO**

- ✓ to enhance academic achievement and
- ✓ to enrich the lives of students

that the traditional calendar **CANNOT DO**

NORMAN R. BREKKE, Superintendent
Oxnard School District

1. YRE Enhances the Retention of Learning by Reducing the Traditional 3-Month Summer Vacation to Shorter Vacation Periods.

Learning is an incremental accumulation of knowledge and skills which requires continuing **reinforcement** for full mastery. The YRE Calendar is ideally structured to provide the most efficient and effective mastery of learning.

Madeline Hunter, in **Retention Theory for Teachers**, states that the relation of practice to retention is more complex than doing something again and again and again. It requires that we **distribute practice** over a long period of time rather than massing our practice in a short period of time.

Dr. Hunter advises that mass practice is necessary at the beginning of a learning, then it is necessary to distribute practice. The **massing of practice** makes for fast learning; **distributed practice** makes that learning endure.

A report by John Bishop from the **Center for Advanced Human Resource Studies**, titled Motivating Students to Study: Expectations, Rewards, Achievement published in November, 1989, had this to say about year-round schools:

> **"Longitudinal studies of learning have found that pace of learning slows considerably during the summer, and that disadvantaged students especially lose ground during the summer months."**
>
> **The report states that YRE programs, which substitute several shorter vacation breaks for the traditional 3-month summer vacation, enhance the momentum and continuity of instruction and produce high payoffs for educationally and economically disadvantaged students.**

A New York State Board of Regents study in 1978 found that advantaged students learn an average of one year and three months' "worth of knowledge" during the school year, and an average of one additional month's growth in the summer, for a total of one year and four months' growth. A disadvantaged student learns an average of one year and one month's growth of knowledge during the school year, and then **loses three to four months' during the summer** -- for a net growth of seven to eight months. At the end of seven years, the advantaged child scores at the ninth-grade level, the disadvantaged child scores at the fourth- to fifth-grade level and becomes a potential dropout. **Migrant and disadvantaged children lose about 27% more learning during summer months than their peers.**

In the traditional school calendar, students take **two steps forward** from September to June, and **one step back** during the three-month summer vacation.

Oxnard's teachers observed even in the first year of YRE in 1976 that the 60-20 calendar which shortens the vacation absences to approximately 20 school days, significantly reduced learning loss. Most of us would agree that such an observation is intuitively obvious!

In September, 1990 the Albuquerque Public Schools published a YRE Evaluation Report which asked teachers and parents: **Do shorter vacation breaks enhance student achievement?** Ninety-two percent (92%) of the teachers and seventy-four percent (74%) of the parents concurred.

An evaluation of year-round school programs prepared by the **Utah State Board of Education** in late 1989 indicated that the program received high marks by most teachers and parents. Following are some observations of teachers and parents involved in the program.

- ✓ **84% of the teachers in the program preferred to teach in a year-round school.**
- ✓ **76% of the teachers feel that students in year-round schools have a more positive attitude about schools.**
- ✓ **73% of the teachers feel that students seem to learn more on a year-round schedule.**
- ✓ **68% of the teachers believe that changing to year-round scheduling has encouraged educational improvement.**
- ✓ **83% of the parents with children in year-round schools are happy with the program.**
- ✓ **78% of the parents have an overall positive evaluation of the program.**
- ✓ **89% of the parents believe that their child has the same or more opportunity to learn under the program.**
- ✓ **83% of the parents have not found it difficult to adjust their family schedule to the year-round schedule.**

Over the years numerous studies have focused on learning, retention and forgetting. Not surprisingly, research shows that students forget at different rates. **Educationally and economically disadvantaged students not only acquire knowledge more slowly but tend to lose it more rapidly.**

The so-called traditional/agricultural calendar wasn't structured for educational reasons; in fact, the three-month break in instructional continuity violates the most basic principles of effective schools research and learning theory.

"Summer vacation has officially started. I dumped my memory bank on the way home."

The Press-Courier

November 17, 1987

Area Students Improving

CAP Score Gains Twice State Rate

The Press-Courier

November 19, 1987

Students' Learning Pace Gain Hailed

The Press-Courier

February 25, 1986

Year-Round Benefits

Learning, Saving Gain at Schools

Ventura County

STAR ☆ Free Press

November 15, 1987

Oxnard students catching up with state test average

The Press-Courier

Wednesday, January 27, 1988

State Test Scores Rise Dramatically In Oxnard District

May 19, 1989

Star ☆ Free Press

County ranks high in state school test goals

By Monica Trasandes / S-FP staff writer

Ventura County ranks fourth among the state's 20 largest counties in meeting goals for improvement on California Assessment Program tests.

Results of a CAP accountability program, released Thursday by state education officials, show that 78 percent of Ventura County's schools met goals set by the state between 1985 and 1988.

Ventura Unified, Oxnard and Simi Valley Unified school districts particularly stood out among Southern California school districts for their improvement.

"They're really doing a good job," said state schools chief Bill Honig. "The whole county. They're doing what we asked them to do and it's starting to pay off.

"Ventura (County) is right up there at the top. People should be very proud up there," Honig said.

Each year the state's third- and sixth-graders are tested on reading, writing and math, and eighth-graders are tested on reading, writing, math, social studies and science.

Oxnard Superintendent Norm Brekke said he was very proud of his district's ability to meet state targets. "Many cases scoring a 1, the highest possible. "Our ... very hard and it's ver...

The Press-Courier

Editorial

June 12, 1989

Good Marks

After all the criticism aimed at education in recent years — much of it deserved — it's refreshing to be able to pass out a few bouquets instead of more bad marks.

Oxnard area students are doing better after failing to hold their own in recent years in comparison with their counterparts in California and nationwide. In fact, students here are doing considerably better at some levels.

Two weeks ago, we were pleased to learn that third- and sixth-graders in the Oxnard School District earned higher scores on the California Assessment Program tests than did their predecessors a year earlier. Better still, they compared favorably with similar districts throughout the state in all areas tested.

The Oxnard students performed well in reading, written expression and math. Those are the three R's — reading, riting and rithmetic — that have always formed the necessary foundation for any kind of meaningful education. These were the areas which were neglected in the past decade or so, and it's encouraging to note the progress being made with renewed emphasis on them.

We commend all those responsible for the improved showing ... students, and hope that these satisfying results spur ... in coming years.

January 26, 1991

STAR-FREE PRESS

County students surpass statewide writing scores

By Kay Saillant
S-FP staff writer

Continuing a four-year pattern, Ventura County eighth-graders scored significantly higher on a major writing test than their counterparts statewide.

County school districts showing improvement over the 1988-89 academic year were Briggs Elementary, Conejo Valley Unified, Hueneme Elementary, Moorpark Unified, Mupu Elementary, Oak Park Unified, Ocean View Elementary, Oxnard Elementary, Rio Elementary and Ventura Unified.

The Press-Courier

February 7, 1989

Students' Scores Moving Upward

Scores on state standardized tests by students in the Oxnard School District have shown a general upward trend over the last seven years, but still lag behind the statewide average and some curriculum changes may be needed, according to a report trustees will hear Wednesday.

The board meets at 7 p.m. at the district administration center, 1051 S. A Street in Oxnard.

Barbara Brown, manager of pupil testing, said the district's current thrust toward improving writing skills, along with more emphasis on problem-solving in math instruction, should help future scores on the California Assessment Program tests.

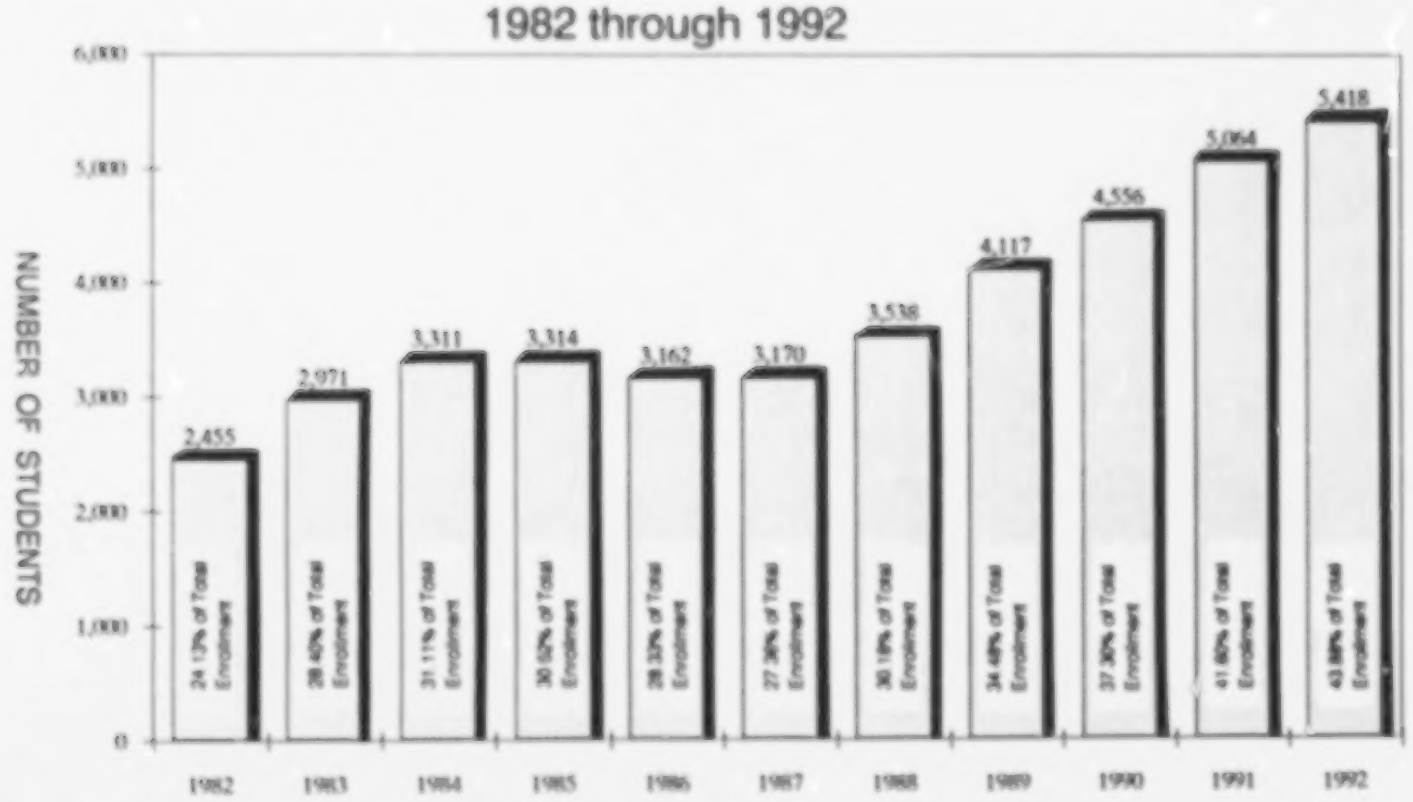
Although Oxnard third-graders tested last year have nearly caught up with their statewide counterparts after being well behind seven years ago, sixth- and eighth-graders still lag behind, although gains have been made, she said.

Only students in grades three, six, and eight at the elementary take the test. Areas covered in all grades are reading, math and written expression, with eighth-graders also testing in history/social science and science.

Ms. Brown said more focus may be needed on teaching students more conceptual skills in writing and math, rather than just focusing on the basics.

In the past, when the Oxnard district's scores were compared with other districts which also have a high number of disadvantaged children, the Oxnard district has fared well, Ms. Brown said.

Oxnard School District
Limited English Proficient (LEP)
Student Enrollment



Oxnard School District
Hispanic and White Student Enrollment
1966 through 1992

XNARD SCHOOL DISTRICT

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An Analysis of the Scores
California Assessment Program
1981-82 through 1989-90

In interpreting the significance of Oxnard's CAP scores, it is appropriate to make the following points.

1. Of the 21 school districts in Ventura County, the Oxnard School District has a substantially larger Hispanic and LEP (Limited English-Proficient) student population than any of the other county districts -- and a substantially higher percentage of Hispanic/LEP students than the state average. Since the CAP testing program was instituted in 1982, the district's Hispanic student population growth rate has exceeded that of the state and local county school districts.

RACIAL/ETHNIC COMPOSITION
OF THE OXNARD SCHOOL DISTRICT

	1981-82	1990-91
Hispanic	66.1%(1)	72.1%(2)
White	23.4%	17.5%
Black	7.0%	6.0%
Asian	2.2%	1.5%
Filipino	1.3%	2.8%

(1) During the 1981-82 school year, **25.8%** of California's student enrollment was Hispanic.

(2) During the 1990-91 school year, **33.2%** of California's student enrollment was Hispanic.

2. The LEP (Limited English Proficient) student population in the Oxnard School District has more than doubled since the 1981-82 school year, when the CAP testing program began.

OXNARD SCHOOL DISTRICT
LEP STUDENT ENROLLMENT

	1981-82	1990-91
● Total Enrollment	10,174	12,173
● Number of LEP Students	2,455	5,064
● Percentage of LEP Student Count to Total Enrollment	24.13%	41.60%

In the last three year period, the LEP student enrollment has increased dramatically -- from 30.18% of total enrollment during the 1987-88 school year to 41.60% during the 1990-91 school year, a 3-year increase of 11.42%

3. Considering the demographics of the Oxnard School District, it is not unreasonable to expect that, over-all, CAP scores for the subject areas tested at grades 3, 6 and 8 fall **below** the statewide averages.

4. An analysis of the charted CAP scores representing 9 years of growth in scaled scores for Oxnard and the California average (Pages 7-22) indicate that Oxnard's average scores for the subject areas tested in grades 3 and 6 have increased at a rate **greater** than the California scores.

While Oxnard continues to fall below the statewide averages, progress has been made during the 9-year testing program to close the disparity which existed in the early 1980's.

5. CAP testing at grade 8 began in the spring of 1984 for reading and mathematics; the spring of 1985 for history/social science, and the spring of 1986 for science. During the testing period for the respective subject areas, Oxnard's score increases have exceeded the state's average score increases in mathematics and science, with greater gains by the state in reading and history/social science.

6. During the last two to three years, the CAP score averages have decreased in a number of areas by both Oxnard and the state.

State Superintendent of Public Instruction Bill Honig in a News Release, dated November 6, 1989, expressed disappointment with the CAP scores at grades 3 and 6 and great satisfaction with the scores at grade 8.

> "We're trying to get a handle on the reasons for this decline," explained Honig. "Part of it can be attributed to the rapidly changing demographics of our early elementary grades. Their classrooms are bursting at the seams and to complicate the matter, large proportions of the increased enrollment are Limited English Proficient (LEP) children." (Page 23)

In an accompanying statistical report, Superintendent Honig noted that the "Grade 8 Average Test Scores for Large Districts" for the 1988-89 school year indicated the following:

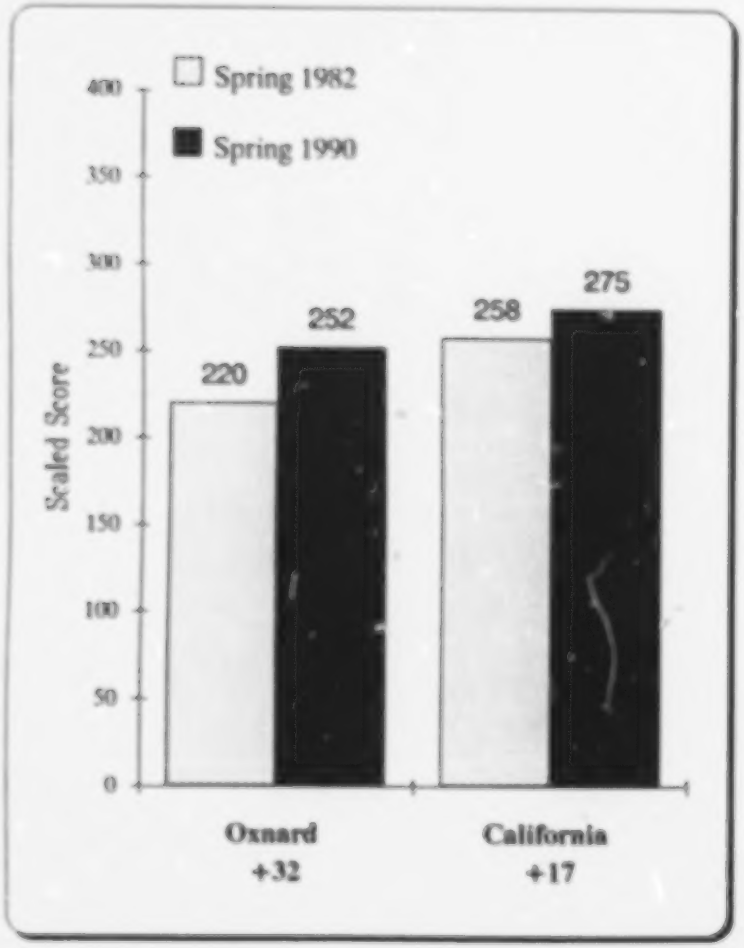
	Average CAP Score	1-Year Growth	3-Year Growth
OXNARD	238	10	28
CALIFORNIA	263	5	16

7. Because of a large enrollment of educationally disadvantaged, minority and Limited English-Proficient students, the Oxnard School District provides an ESEA Chapter 1 program for approximately 40% of its K-6 student body.

Since the state publishes CAP Subgroup Scores for Chapter 1 students, a comparison of Oxnard's Chapter 1 scores with the statewide average for such students indicates that Oxnard's scores consistently exceed the statewide averages in every subject area tested. (Pages 8-18)

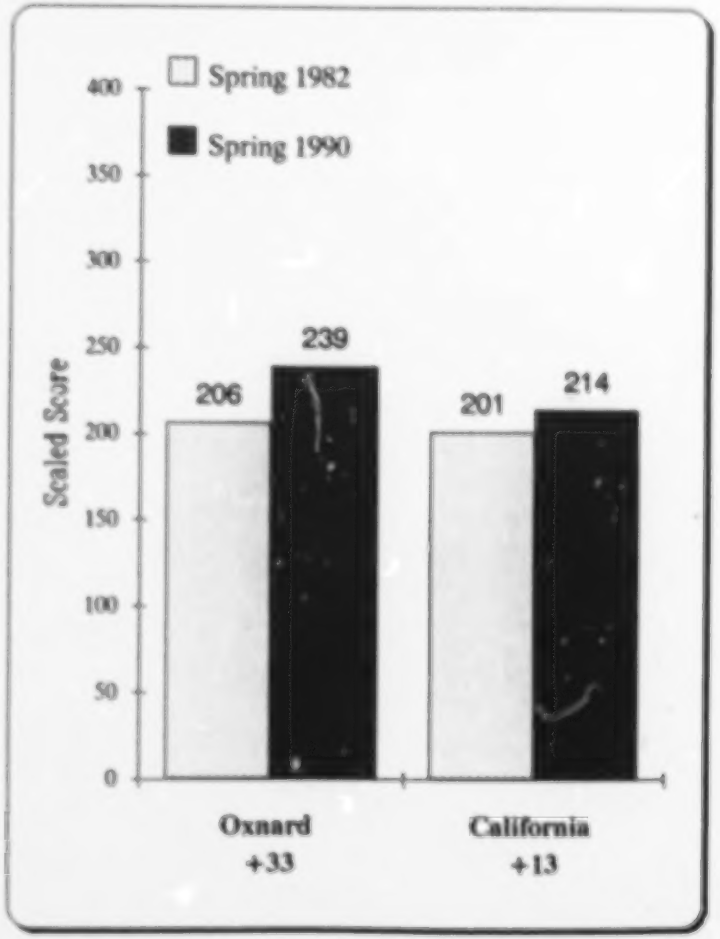
There is a general belief among Oxnard's teachers that shorter vacation breaks, as provided by the district's 60-20 multi-track YRE calendar, enhance the momentum and continuity of learning and minimizes the enormous learning loss that occurs during the traditional 3-month vacation -- especially for this category of student.

California Assessment Program
Grade Three Reading

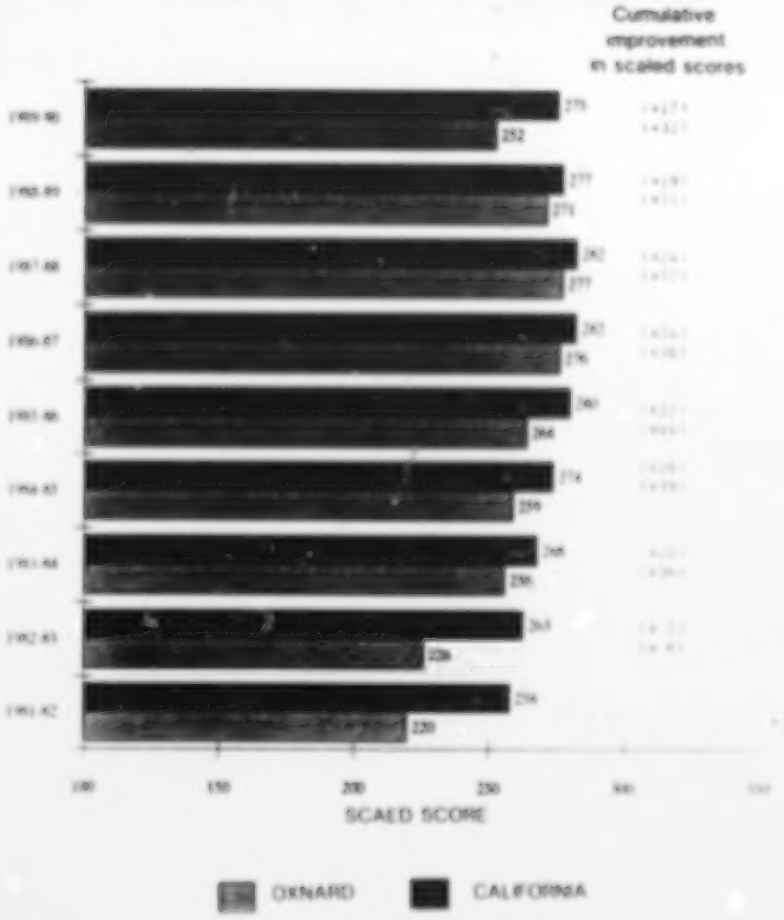


California Assessment Program
Grade Three Reading

Subgroup Scores:
Compensatory Education/Chapter I Students

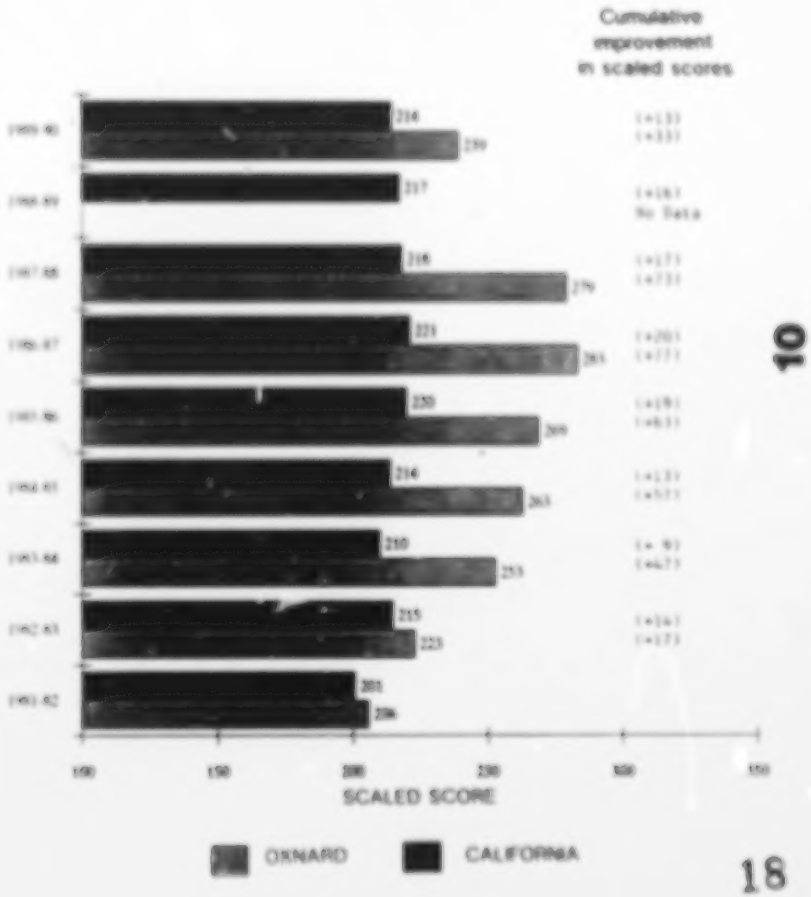


California Assessment Program
Grade Three Reading

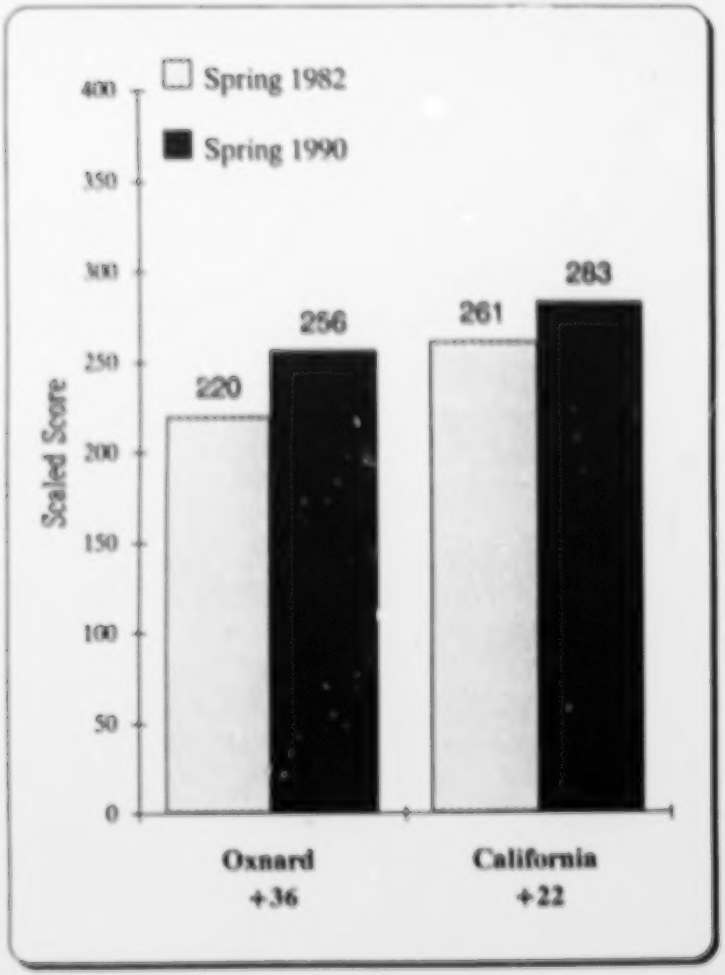


California Assessment Program
Grade Three -- Reading

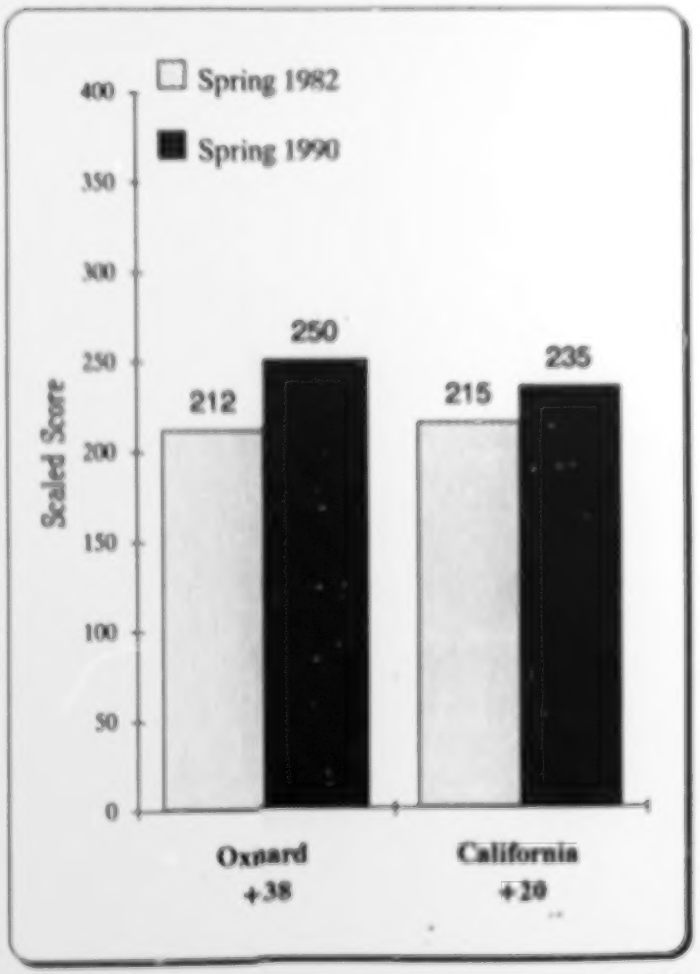
Subgroup Scores: Compensatory Education/Chapter I Students



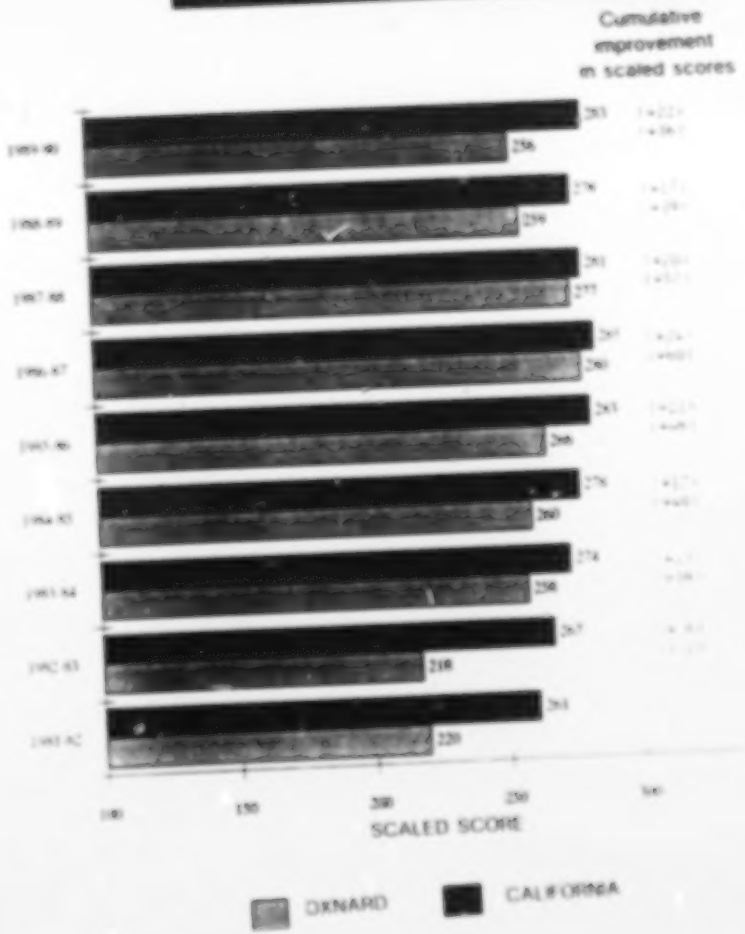
California Assessment Program
Grade Three Math



California Assessment Program
Grade Three Math
Subgroup Scores:
Compensatory Education/Chapter I Students

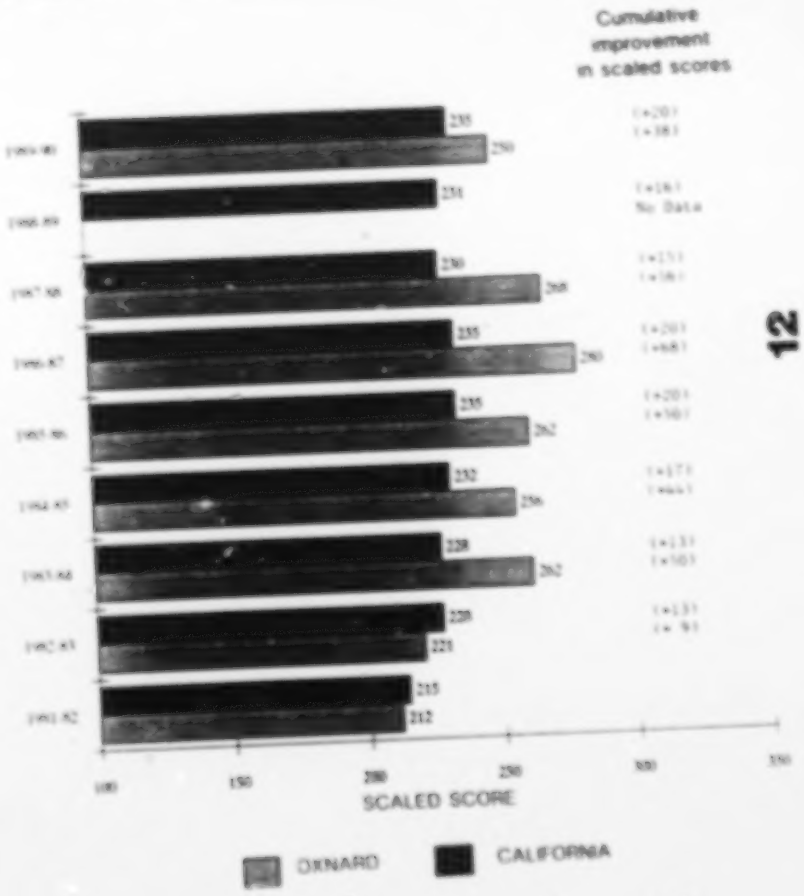


California Assessment Program
Grade Three Mathematics

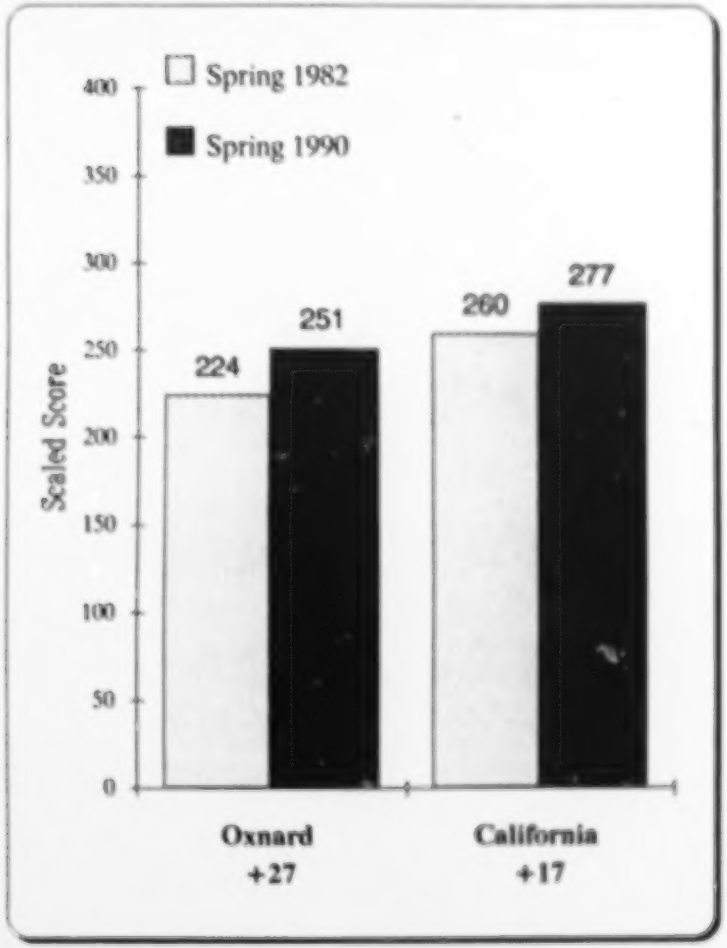


California Assessment Program
Grade Three -- Mathematics

Subgroup Scores: Compensatory Education/Chapter I Students



California Assessment Program
Grade Three Written Expression



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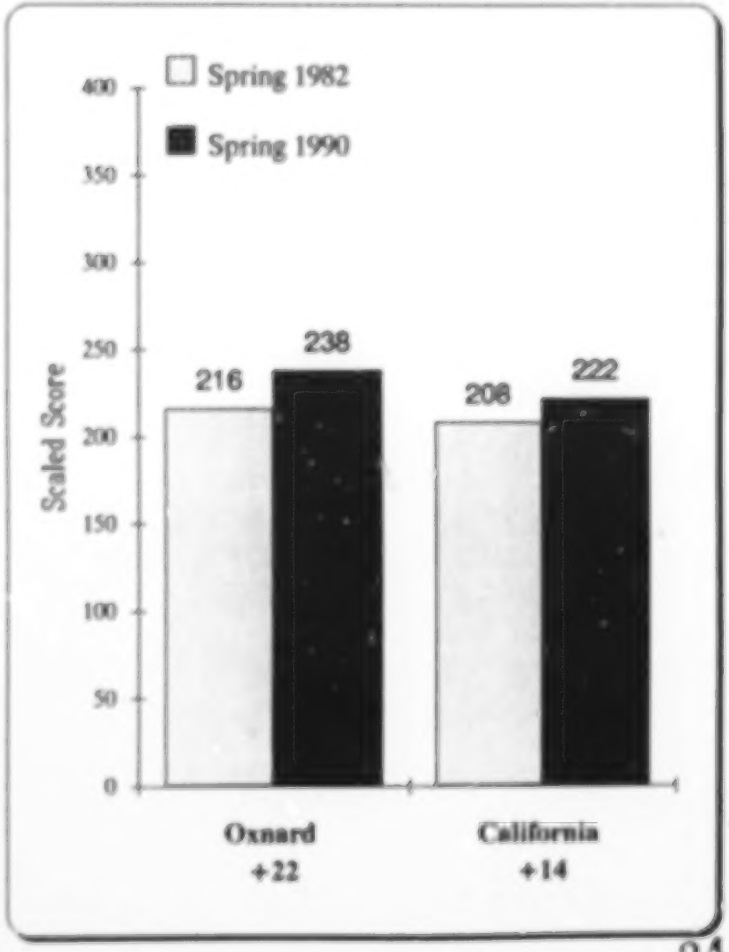
California Assessment Program
Grade Three Written Expression
Subgroup Scores:
Compensatory Education/Chapter I Students



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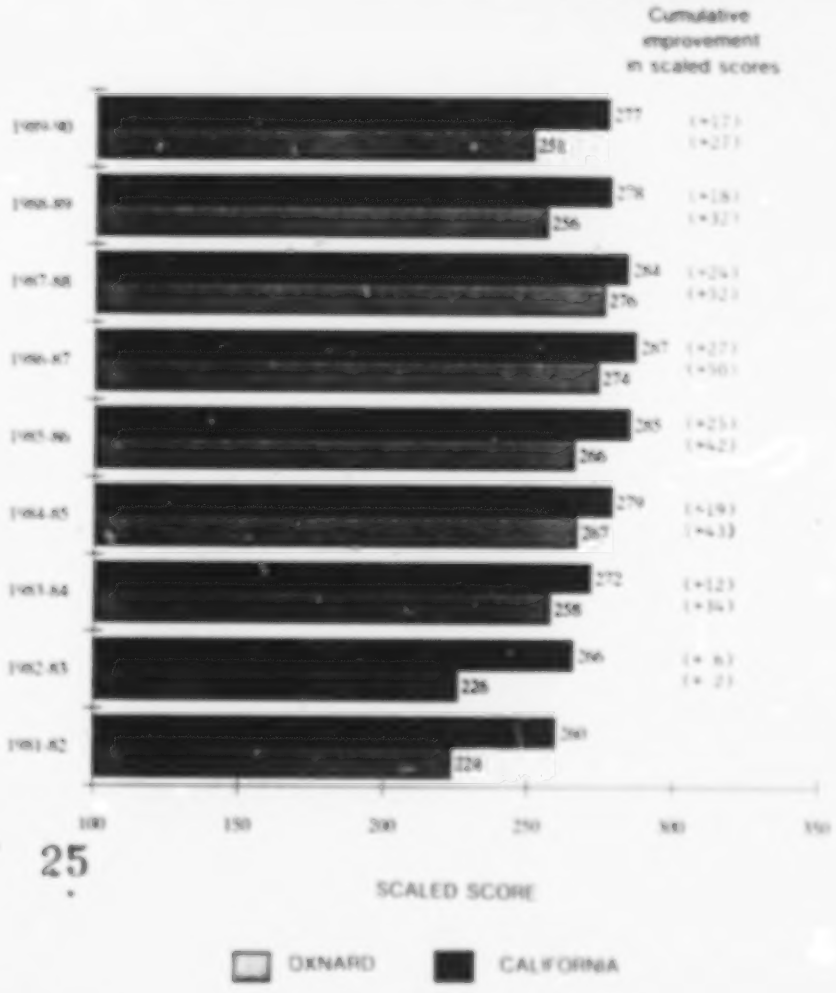
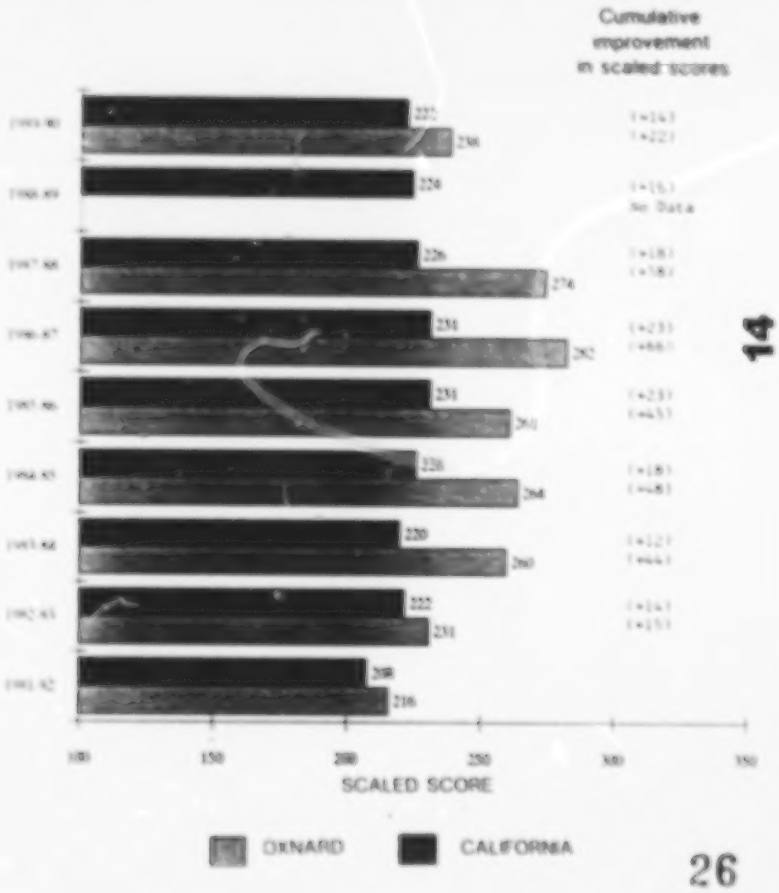
California Assessment Program
Grade Three Written Expression

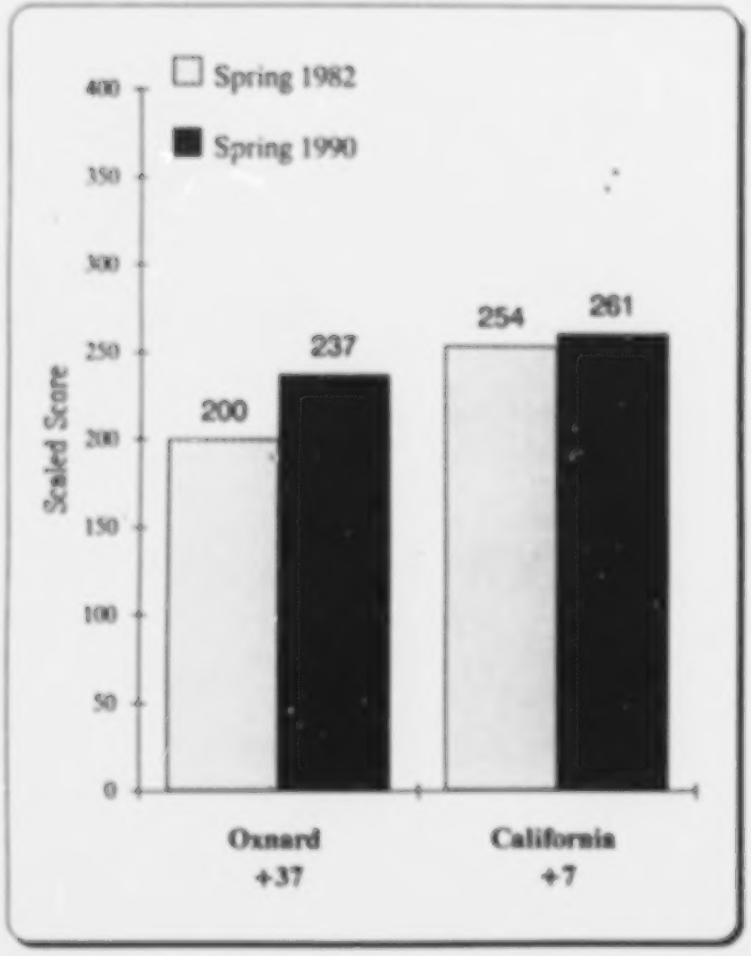


California Assessment Program
Grade Three -- Written Expression

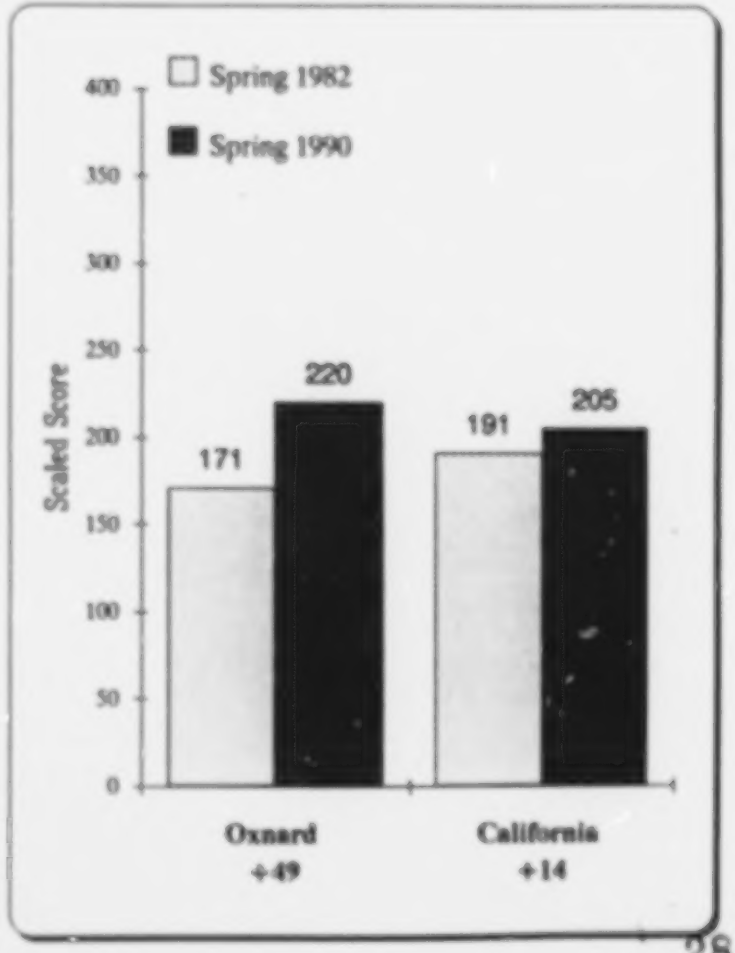
Subgroup Scores: Compensatory Education/Chapter 1 Students



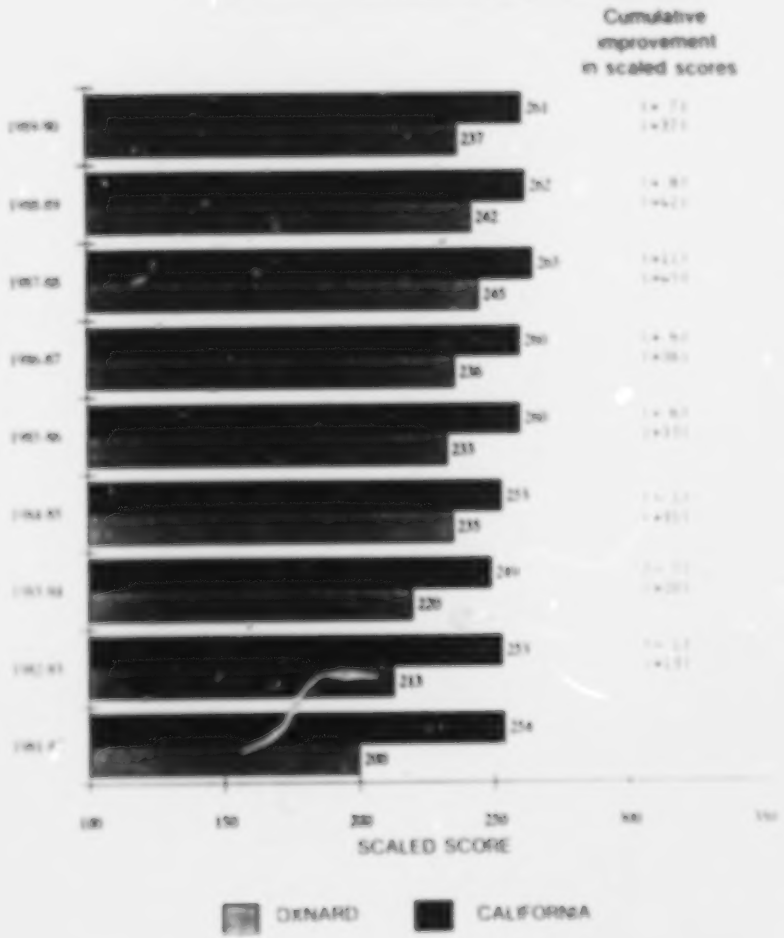
California Assessment Program
Grade Six Reading



California Assessment Program
Grade Six Reading
Subgroup Scores:
Compensatory Education/Chapter I Students

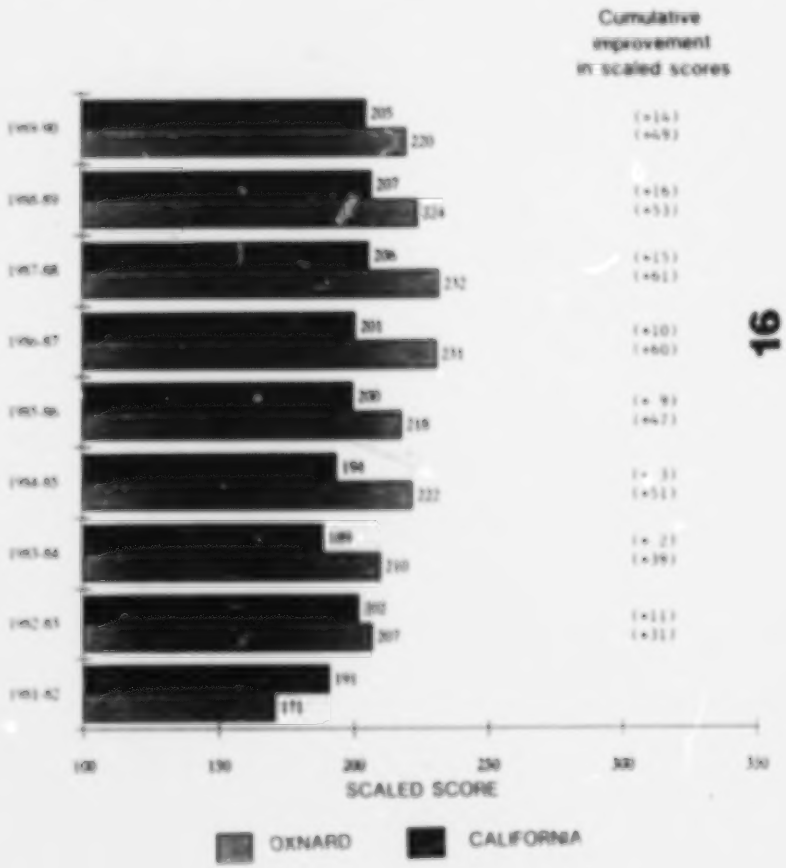


California Assessment Program
Grade Six Reading

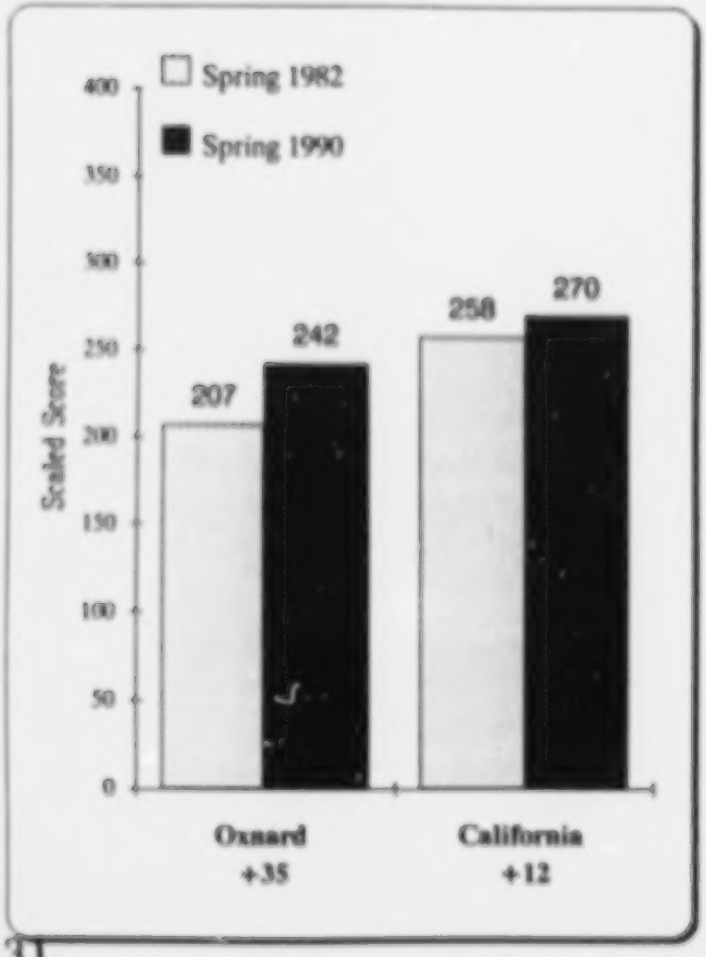


California Assessment Program
Grade Six -- Reading

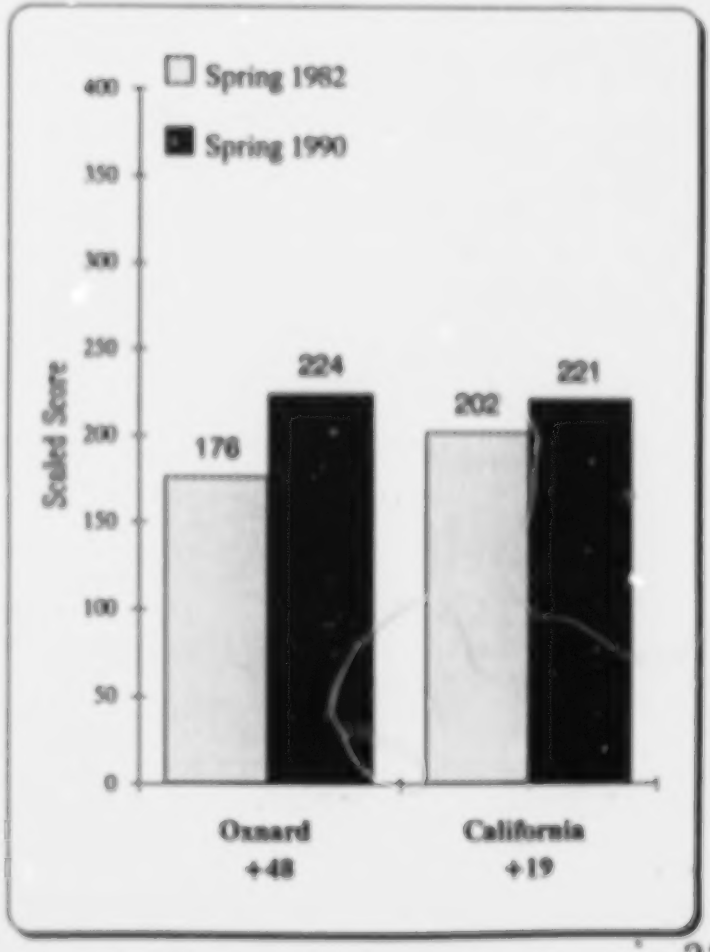
Subgroup Scores: Compensatory Education/Chapter I Students



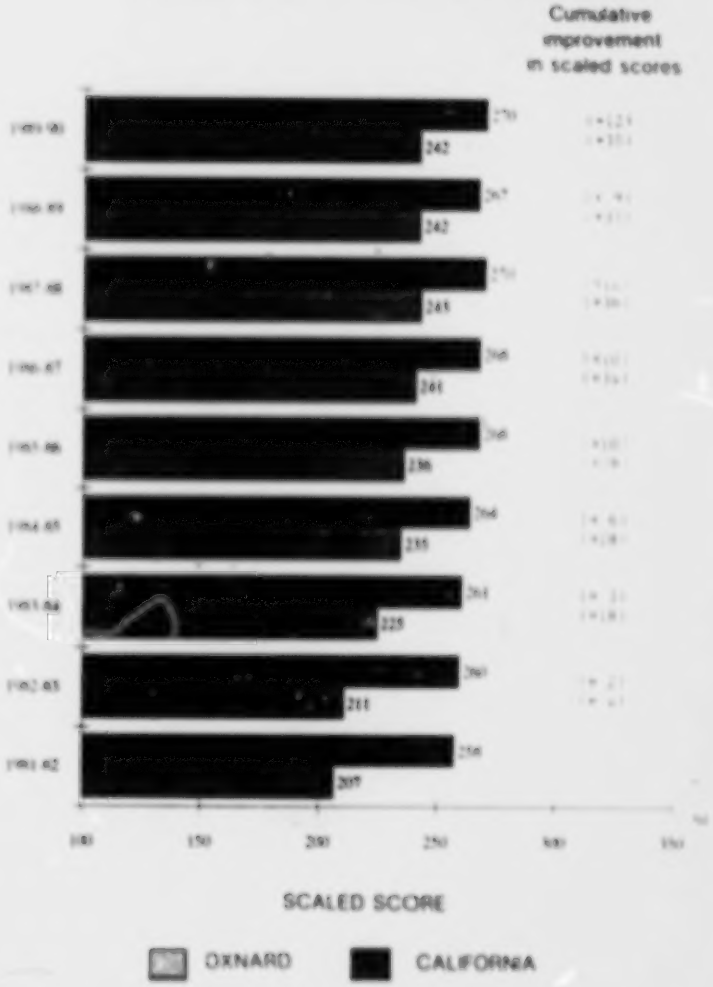
California Assessment Program
Grade Six Math



California Assessment Program
Grade Six Math
Subgroup Scores:
Compensatory Education/Chapter I Students

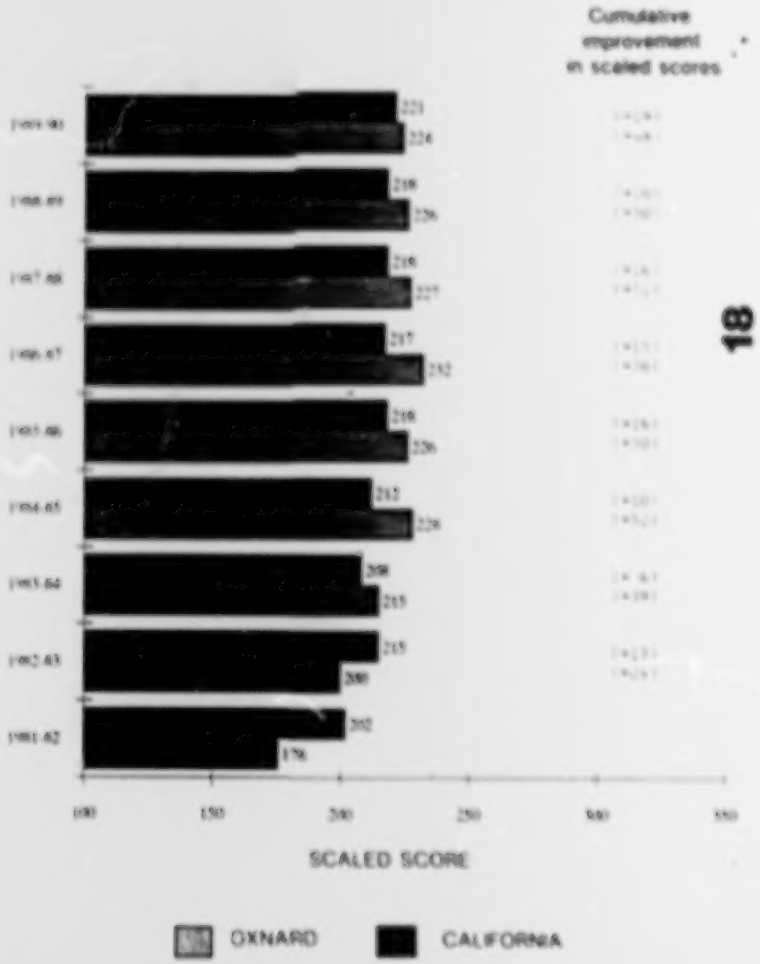


California Assessment Program
Grade Six - Mathematics

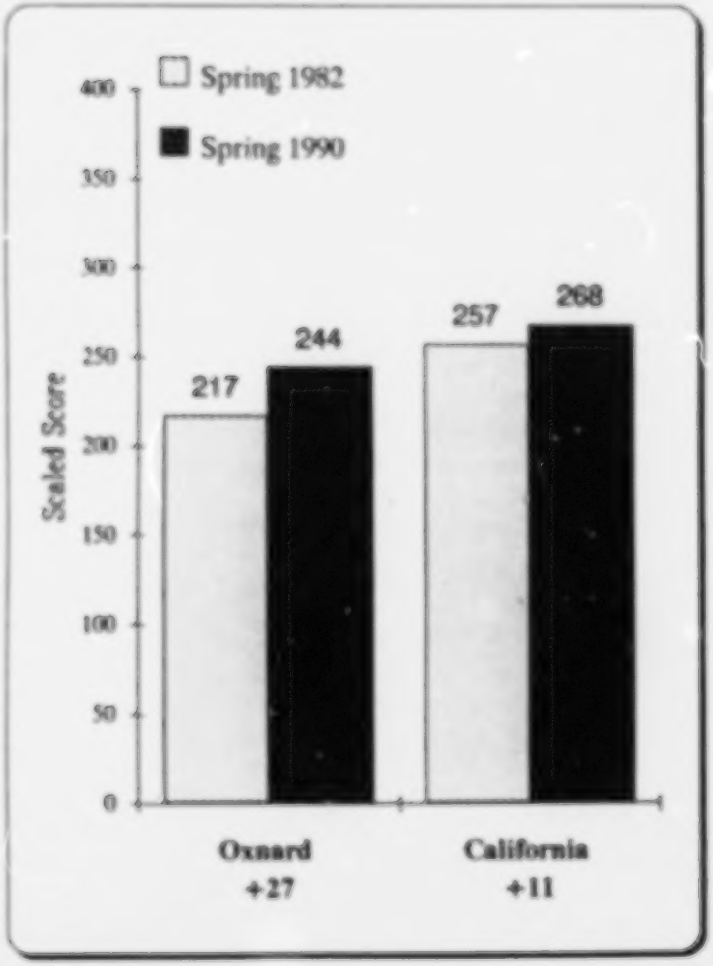


California Assessment Program
Grade Six -- Mathematics

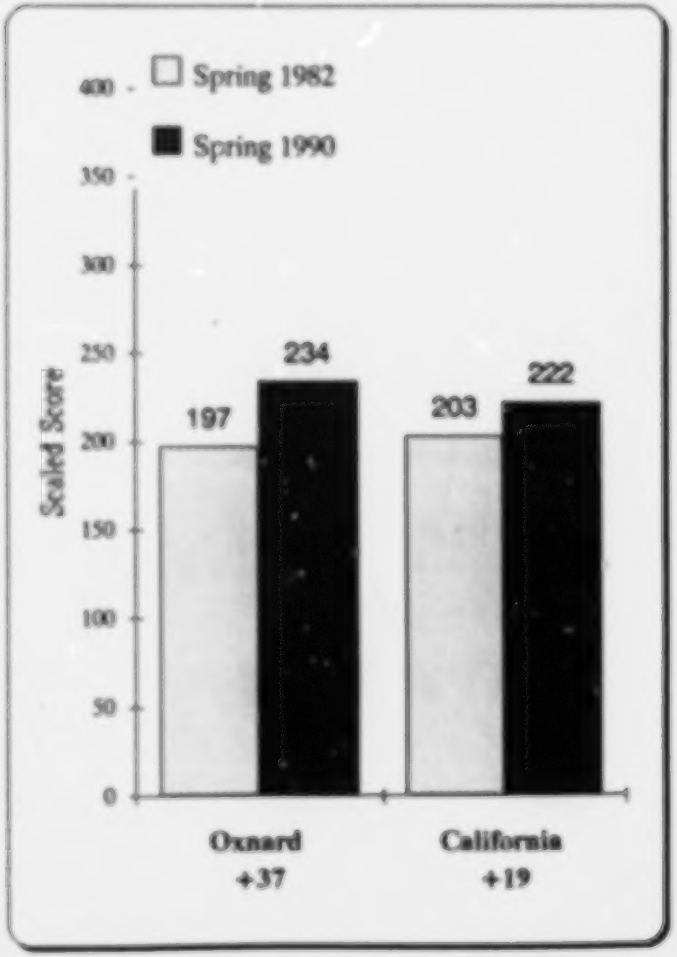
Subgroup Scores: Compensatory Education/Chapter I Students



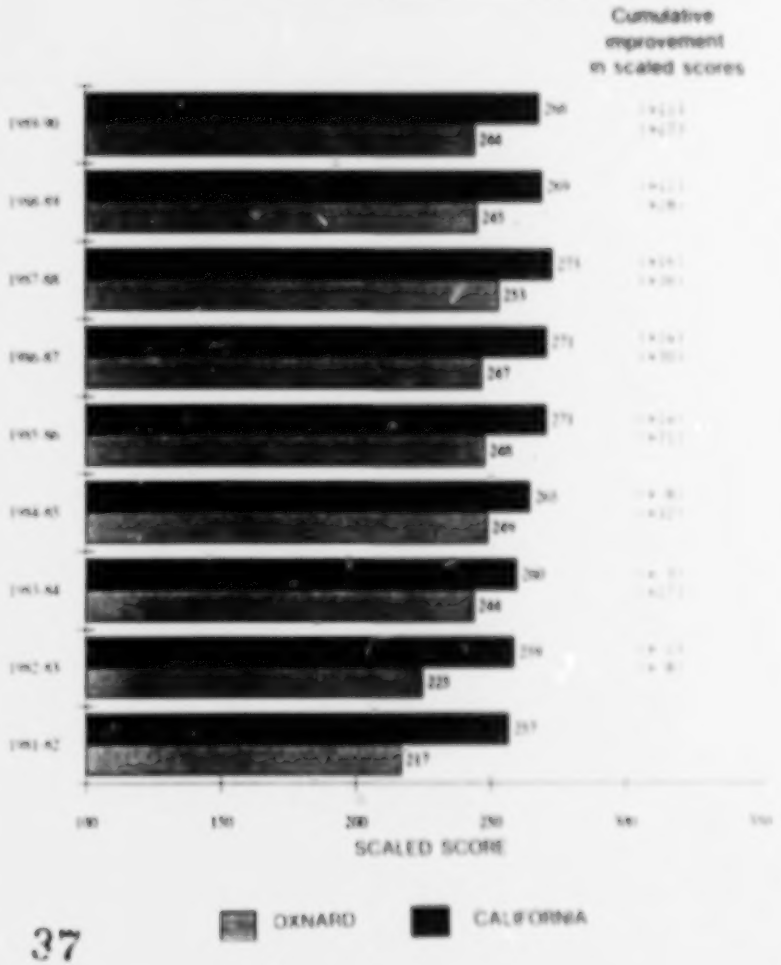
California Assessment Program
Grade Six Written Expression



California Assessment Program
Grade Six Written Expression
Subgroup Scores:
Compensatory Education/Chapter I Students

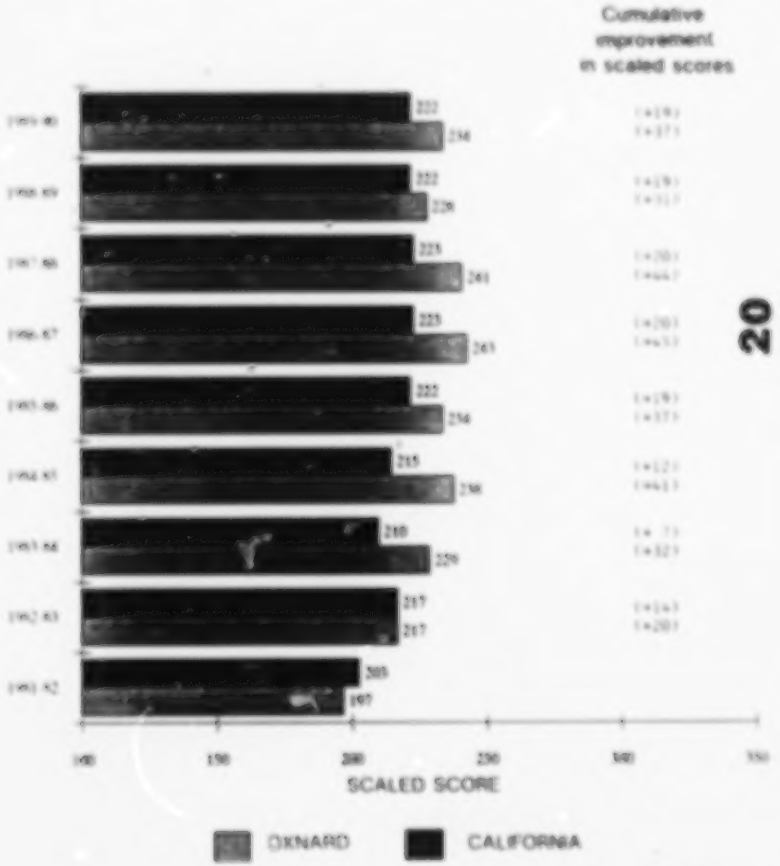


California Assessment Program
Grade Six Written Expression

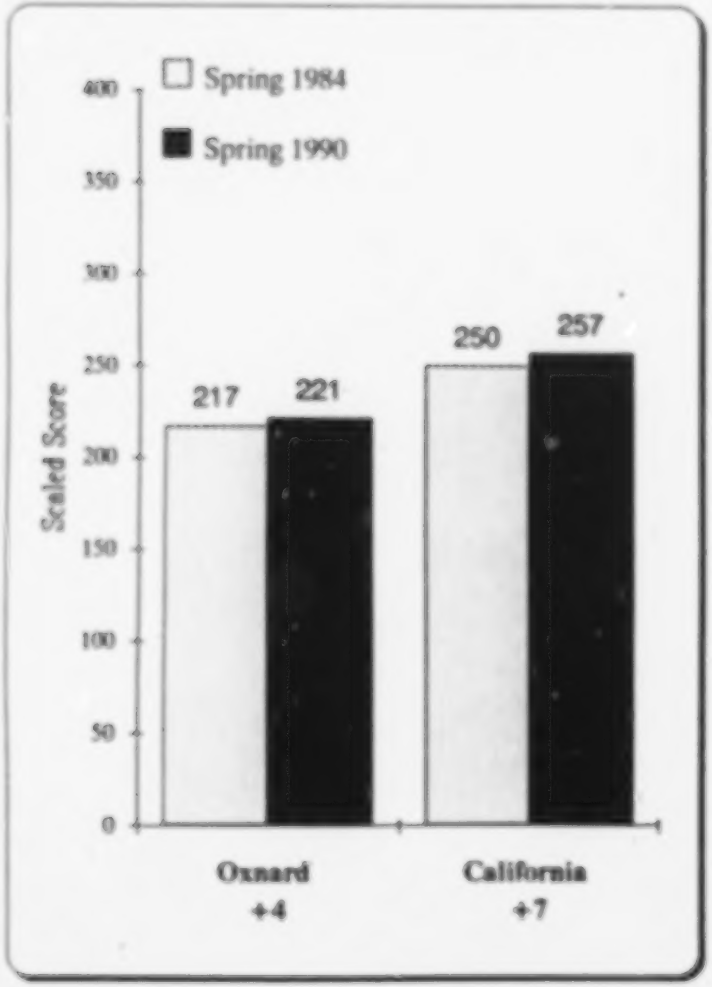


California Assessment Program
Grade Six -- Written Expression

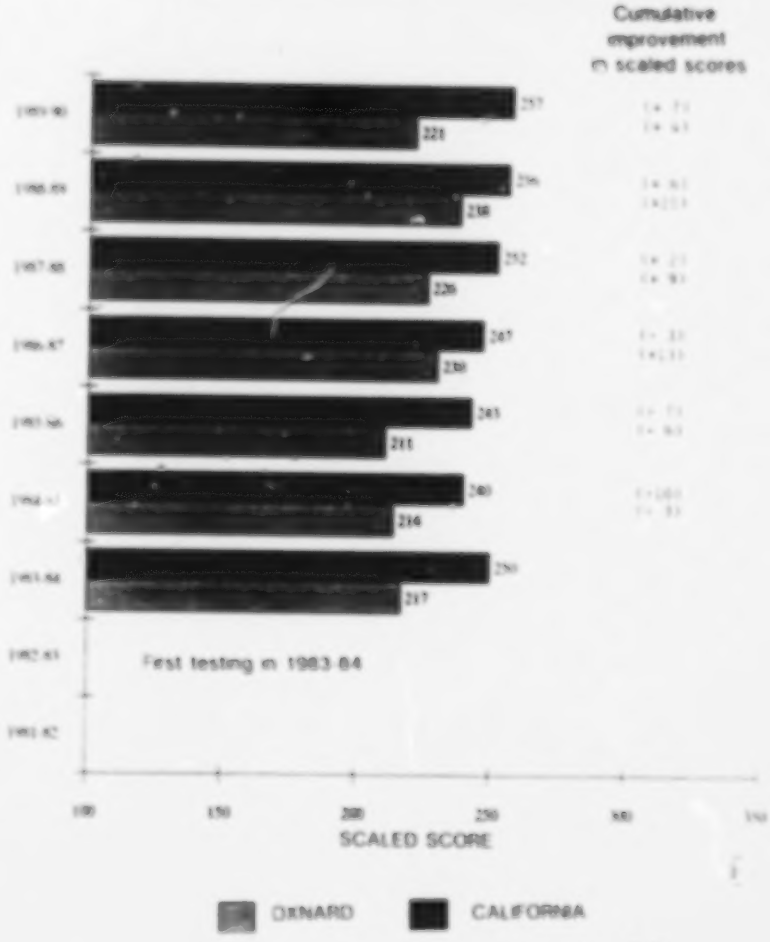
Subgroup Scores: Compensatory Education/Chapter I Students



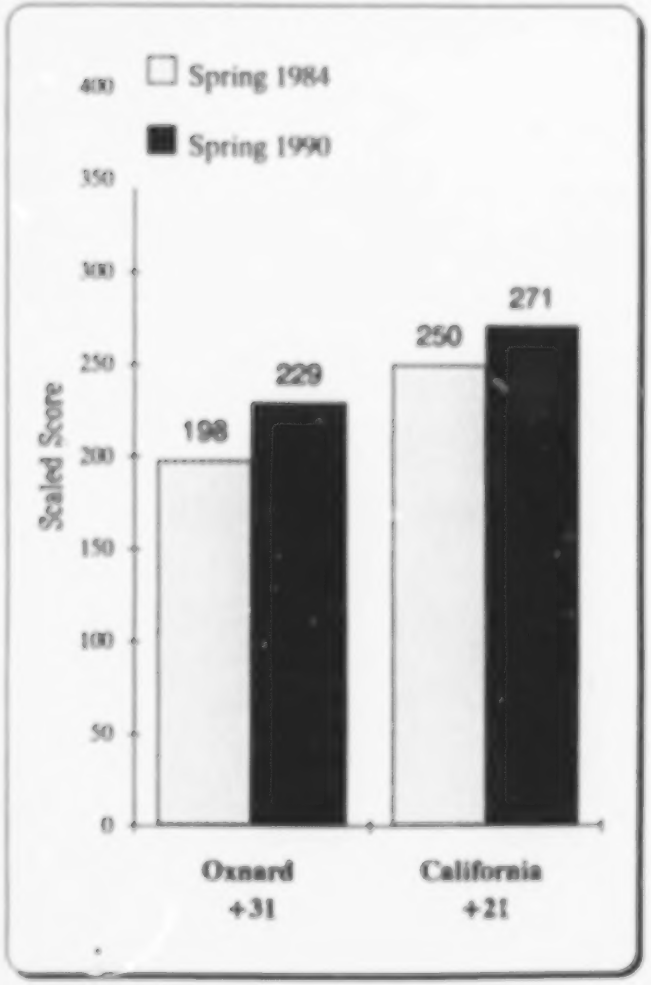
California Assessment Program
Grade Eight - Reading



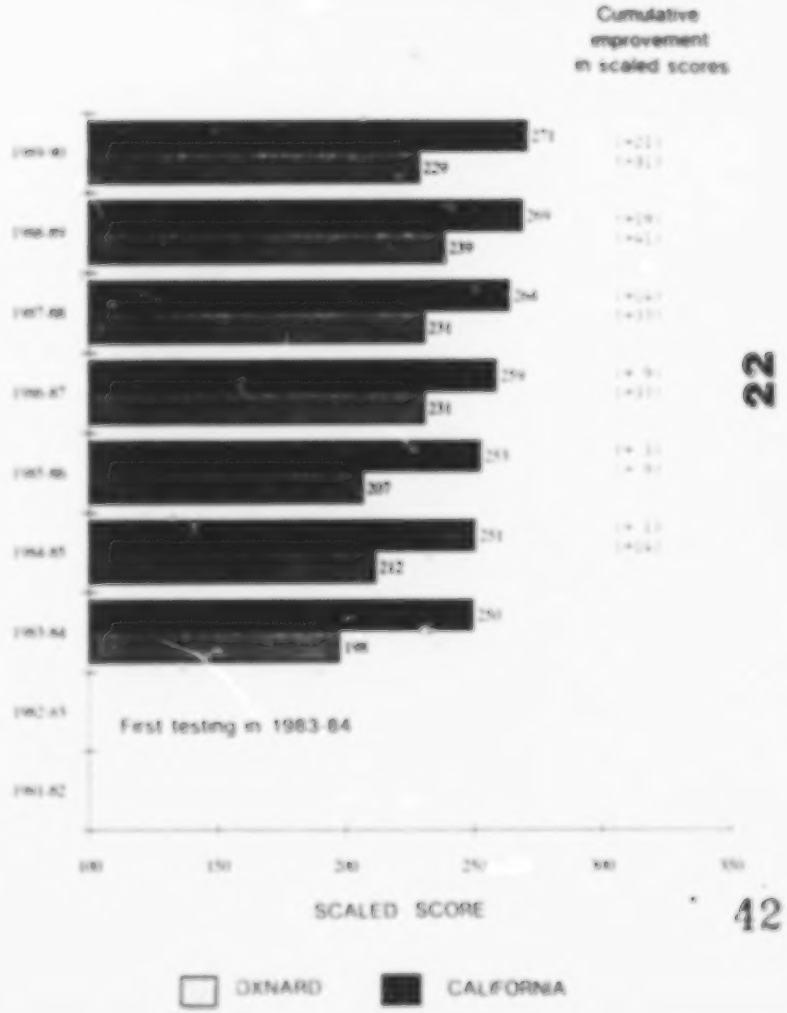
California Assessment Program
Grade Eight - Reading



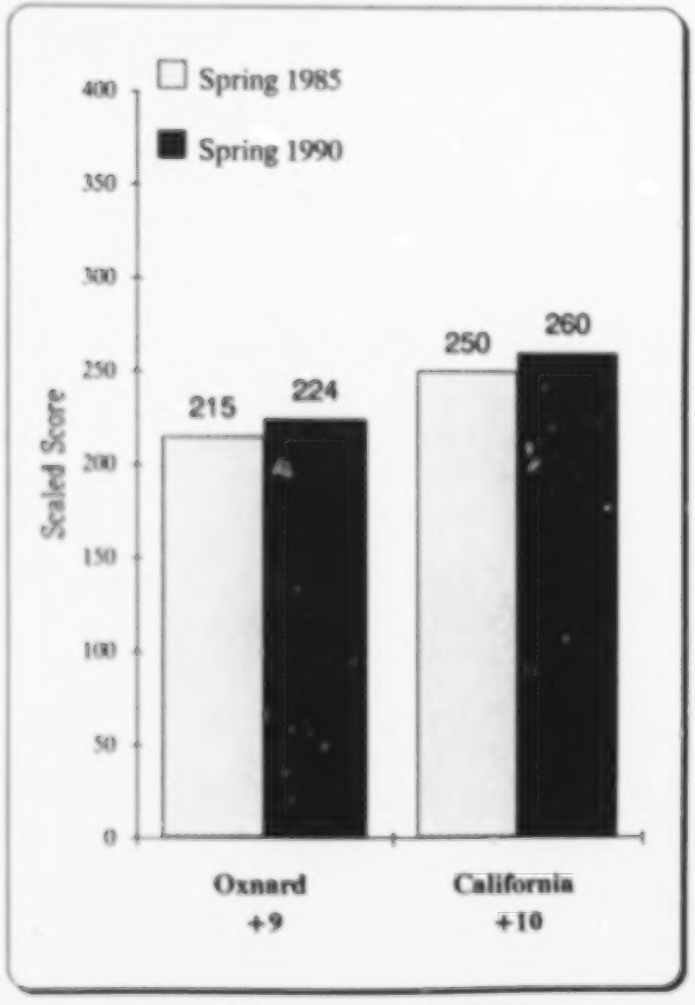
California Assessment Program
Grade Eight - Mathematics



California Assessment Program
Grade Eight - Mathematics



California Assessment Program
Grade Eight - History/Social Science



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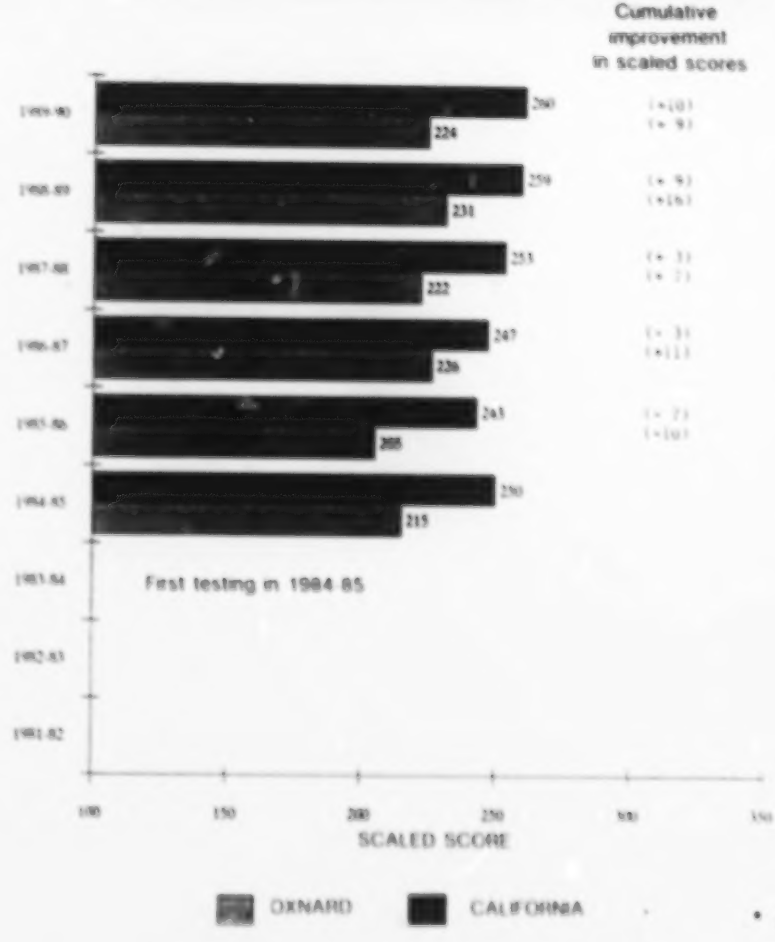
California Assessment Program
Grade Eight - History/Social Science



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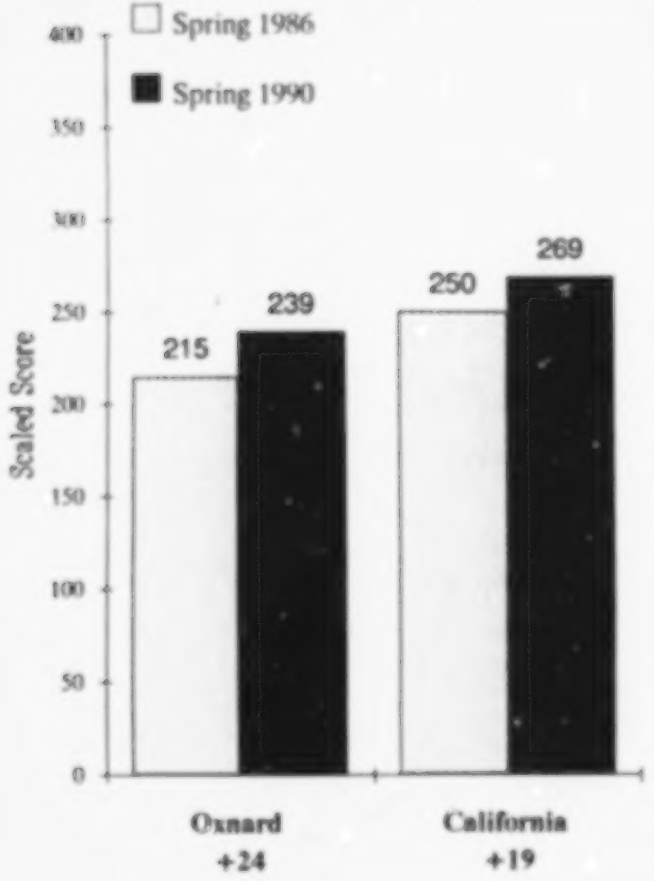
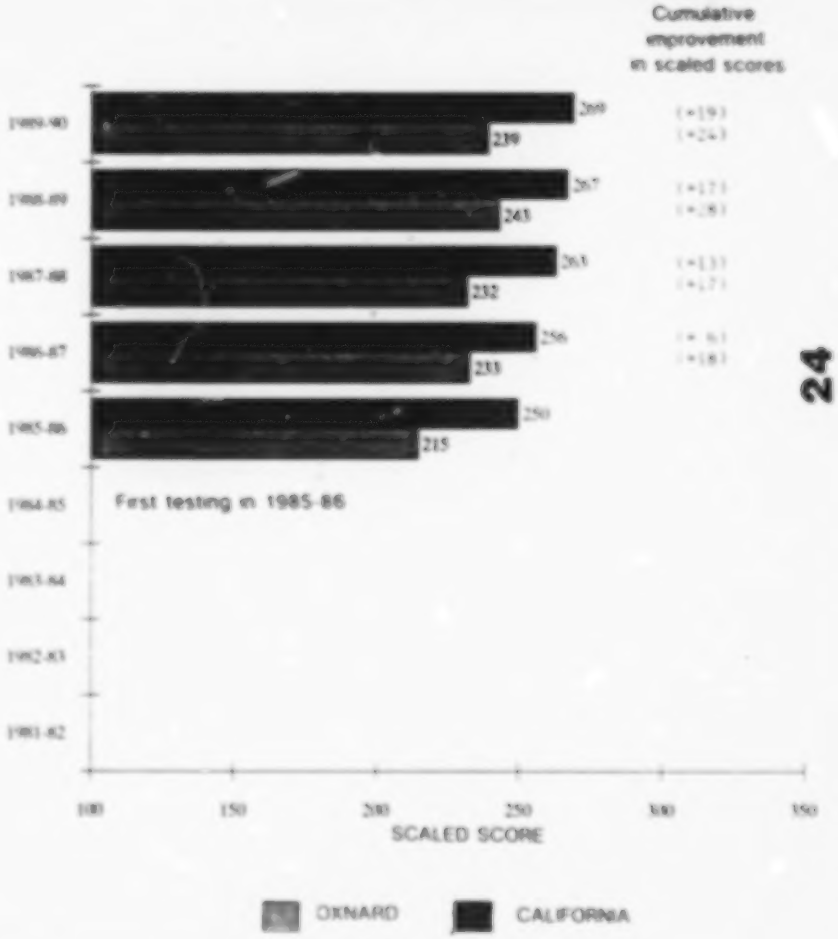
California Assessment Program
Grade Eight - Science



California Assessment Program
Grade Eight - Science



NEWS RELEASE

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Bill Honig—Superintendent of Public Instruction

Contact: Susie Lange (916) 322-2008
FAX (916) 327-1146

REL#89-97
EMBARGOED UNTIL
10:30 AM, 11-6-89

CALIFORNIA'S MIDDLE SCHOOLS SHOW OUTSTANDING PROGRESS--

3RD AND 6TH GRADE SCORES DISAPPOINTING

SACRAMENTO—"This year's eighth grade CAP scores show outstanding achievement across the board continuing a trend of the past two years," said State Superintendent of Public Instruction Bill Honig as he reported recent California Assessment Program (CAP) test scores.

GRADE 8

	Reading scores				Math scores				Wrtg. Sam. Sel. scores				Science scores			
	86	87	88	89	86	87	88	89	86	87	88	89	86	87	88	89
All students	243	247	252	256	253	259	264	269	243	247	253	259	258	264	269	273
Lim. English	138	145	148	156	170	180	189	203	139	150	152	172	153	165	168	183
Amer Ind/Alask	206	211	217	223	218	222	230	240	207	212	220	232	225	233	241	248
Asian	257	266	275	282	306	314	322	333	263	270	282	288	257	268	283	282
Pacific Islander	216	223	229	233	234	241	248	251	218	225	229	243	226	235	244	249
Filipino	258	264	268	267	271	279	282	287	257	261	263	271	268	268	271	278
Hispanic	199	202	205	208	209	213	217	223	197	199	205	213	207	213	218	223
Black	198	200	203	208	194	200	204	214	198	195	201	208	200	206	212	222
White	273	279	283	294	282	288	294	308	277	281	288	294	283	289	297	302

CALIFORNIA ASSESSMENT PROGRAM - 1988-89
GRADE 8 AVERAGE TEST SCORES FOR LARGE DISTRICTS

COUNTY NAME / DISTRICT NAME	NUMBER TESTED	AVERAGE SCORE	1-YR GROWTH	3-YR GROWTH
VENTURA COUNTY	7269	280	4	24
OXNARD ELEMENTARY SC	925	238	10	28
STATE AVERAGE	284948	263	5	16

3rd and 6th Grade

"The disappointing news today is that third and sixth graders didn't fare nearly so well. Average scores are down from one year ago, but still remain above the base year levels and significantly above national norms.

GRADE 3

	Reading scores						Wrtg.Samp. scores						Math scores			
	84	85	86	87	88	89	84	85	86	87	88	89	84	85	86	87	88	89
All students	268	274	280	282	282	277	272	279	285	287	284	278	274	278	283	285	281	274
Lim. English	197	208	215	217	214	207	200	213	221	224	217	208	229	227	242	242	236	228
Amer Ind/Alask				278	269	263				277	269	263				276	272	261
Asian				288	282	285				288	288	281				310	307	303
Pacific Islander				268	267	268				279	278	271				278	288	278
Filipino				286	288	290				289	295	290				284	298	296
Hispanic				245	244	238				252	248	243				255	251	247
Black				237	238	234				248	248	248				237	231	227
White				306	307	302				311	307	302				338	341	338

GRADE 6

	Reading scores						Wrtg.Samp. scores						Math scores			
	84	85	86	87	88	89	84	85	86	87	88	89	84	85	86	87	88	89
All students	249	253	260	260	265	262	269	265	271	271	273	268	261	264	268	268	270	267
Lim. English	181	178	182	181	187	187	181	180	200	189	200	200	201	207	212	210	212	210
Amer Ind/Alask				248	259	254				290	282	287				261	257	254
Asian				278	278	275				279	283	278				307	309	306
Pacific Islander				245	256	246				282	289	280				255	258	255
Filipino				277	278	274				288	284	283				287	285	287
Hispanic				222	229	225				238	240	235				234	238	232
Black				223	229	220				241	242	237				234	236	231
White				288	291	288				298	297	291				291	293	291

"We're trying to get a handle on the reasons for this decline," explained Honig. "Part of it can be attributed to the rapidly changing demographics of our early elementary grades. Their classrooms are bursting at the seams and to complicate the matter, large proportions of the increased enrollment are Limited English Proficient (LEP) children. For example, of the increase reported at the Grade 3 level, 37.5% were LEP children.

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CALIFORNIA ASSOCIATION
FOR YEAR-ROUND EDUCATION Spring, 1991

Chula VistaYRE test scores up

Test scores showed greater improvement in YRE schools in Chula Vista than in traditional schools during the past five years.

Results of a five year study of third and sixth grade CAP and SAT test data between year round schools and traditional schools in the Chula Vista Elementary School District has been made available to CAYRE. All the findings favored the year round schools. Notable highlights include:

- 50 percent of the traditional schools and 90 percent of the year round schools improved or maintained scores on Third Grade CAP scores.
- On Mathematics, 50 percent of the traditional schools and 100 percent of the year-round schools improved or maintained scaled scores on Third Grade CAP.
- On Mathematics, 72 percent of the traditional schools and 90 percent of the year-round schools improved or maintained scaled scores on Eighth Grade CAP.
- 61 percent of traditional schools and 70 percent of the year round schools improved or maintained scores in Sixth Grade.
- On total mathematics, 72 percent of traditional schools and 100 percent of year-round schools improved or maintained NCE scores on Third Grade SAT scores.

Space limits publishing the entire report in this newsletter. Copies of the entire report are available from Don Jeffries, Area 3 Director c/o Mueller Elementary School, 715 "I" Street, Chula Vista, 92010.

The San Diego Union
Wednesday, August 29, 1990

Sweetwater schools sail through all-year schedule

By Michael Bauck
Staff Writer

CHULA VISTA

During the 1989-90 school year, Sweetwater High and National City Junior High were both on a single-track, year-round schedule for the first time, and a report released last week linked the non-traditional school year with improved attendance and gains in California Assessment Program (CAP) scores.

"Our belief was that by going year-round, it would have a major impact on the schools, and that has proved to be the case," said Jeffrey Schaeffer, director of instructional support services for Sweetwater.

Student absences at Sweetwater High during the 1989-90 school year declined to 20,102, down from 24,144 the previous year. The 1988-89 absence figure was a slight increase over the 1987-88 numbers at 23,794, said the report, which was presented to the Sweetwater Union school board last Thursday.

At National City Junior High, student absences fell from 18,253 in 1988-89 to 14,432 in 1989-90. The absences in 1987-88 totaled 14,226, the report said.

Teacher absenteeism at both schools also decreased about 5 percent, Schaeffer said.

On the CAP tests, Sweetwater High's math score rose from 209 last year to 218 this year, and the reading score increased from 186 to 206. For limited English students, the math score rose from 140 to 158, and the reading score went from 85 to 123, the report said.

"But we do feel that year-round enhances the education experience. We felt it was educationally the right thing to do," he said. "Particularly for the limited English students, we do feel there was a dramatic success rate because the time away (from studies) was less."

Board members on Thursday said they were impressed with the results. Even Trustee Judy Bauer, who voted against switching to the year-round schedules, commented that she was "pleasantly surprised."

"I think it will certainly be a selling point in getting other schools to go year-round," Schaeffer said.

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SAN DIEGO CITY SCHOOLS
EDUCATION CENTER • 4100 Normal St., San Diego, CA 92103-2682 •

Evaluation Of Test Scores As a Measure Of Success Of Year-Round Schools In The San Diego Unified School District

CALIFORNIA ASSESSMENT PROGRAM (CAP)
SURVEY OF BASIC SKILLS
GRADE 3

TESTING INTERVAL	READING		LANGUAGE		MATH	
	TRADITIONAL SCHOOLS (68)	YEAR ROUND SCHOOLS (17)	TRADITIONAL SCHOOLS (68)	YEAR ROUND SCHOOLS (17)	TRADITIONAL SCHOOLS (68)	YEAR ROUND SCHOOLS (17)
6 year (1984 - 1990) Objective Achieved	60%	76%	65%	76%	53%	53%
Average Scaled Score Change	+ 5.7	+ 19.3	+ 11.7	+ 19.9	+ 3.4	+ 10.3

COMPREHENSIVE TEST OF BASIC SKILLS (CTBS)
GRADE 5

TESTING INTERVAL	READING		LANGUAGE		MATH	
	TRADITIONAL SCHOOLS (68)	YEAR ROUND SCHOOLS (17)	TRADITIONAL SCHOOLS (68)	YEAR ROUND SCHOOLS (17)	TRADITIONAL SCHOOLS (68)	YEAR ROUND SCHOOLS (17)
8 year (1982 - 1990) Objective Achieved	61%	88%	83%	88%	64%	76%
Average School Percentage Change	+ 1.2	+ 8.0	+ 12.9	+ 14.3	+ 6.1	+ 9.2

CALIFORNIA ASSESSMENT PROGRAM (CAP)
SURVEY OF BASIC SKILLS
GRADE 6

TESTING INTERVAL	READING		LANGUAGE		MATH	
	TRADITIONAL SCHOOLS (68)	YEAR ROUND SCHOOLS (17)	TRADITIONAL SCHOOLS (68)	YEAR ROUND SCHOOLS (17)	TRADITIONAL SCHOOLS (68)	YEAR ROUND SCHOOLS (17)
6 year (1984 - 1990) Objective Achieved	69%	83%	72%	83%	58%	58%
Average Scaled Score Change	+ 10.7	+ 19.6	+ 7.1	+ 15.0	+ 6.0	+ 8.8

RETENTION, LEARNING LOSS, AND ENRICHMENT

Over the years there have been studies focusing on learning, retention and forgetting. Not surprisingly, research shows that students forget at different rates. Educationally disadvantaged students not only acquire knowledge more slowly, but tend to lose it more rapidly.

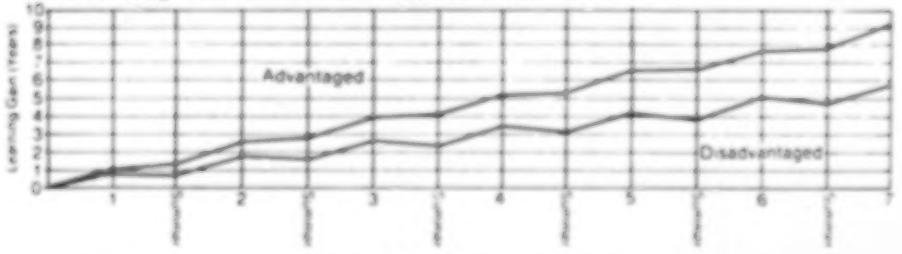
A New York State Board of Regents study found that above-grade level students continue to learn during the summer months. This is due primarily to efforts by parents to provide enrichment activities and experiences outside the formal learning environment.

On the other hand, educationally disadvantaged students forget more over the summer months when they go home to an often unstimulating home environment. Because of the loss of learning that occurs during the summer months, it is necessary to review a great deal of material when the new school year begins.

For example, according to the Regents report, the educationally advantaged student increases an average of one year, three months during the school year and gains an average of one additional month's growth in the summer. This total of one year, four months' growth is compared to an educationally disadvantaged student's increase of one year, one month's growth during the school year, which decreases three to four months during the summer for a net growth of seven to eight months. At the end of seven years, the advantaged child scores at the ninth grade-plus level and the disadvantaged child scores at the fourth to fifth grade level and becomes a potential dropout. The following chart provides a visual example of this unfortunate situation:

Learning Loss

Advantaged and Disadvantaged Students



Source: San Diego County Office of Education

A restructuring of the present school year and instructional schedule to address this problem of learning loss in educationally disadvantaged students is worth considering.

While California has increased the school year to the national average of 180 days, students in many other countries are in class more days and do not always have a two-day break in their weekly formal learning schedule. For example, Russian students attend six days a week for 200 days; students in Germany and Italy attend 210 days at six and five days each week, respectively; and youngsters in Japan attend school five and one-half days a week for 230 days.

Even though most United States' students are mandated to attend 180 days, many attend only 150 to 160 days because of absences, excused or unexcused. Since educationally disadvantaged students (all those scoring below national averages) would likely profit by attending school a minimum of 180 days, extending the school year to 225 days and allowing flexible daily and weekly instructional schedules would provide opportunity for continuous learning.

Looking beyond the educationally disadvantaged student to those who are considered average or gifted, a longer school year would provide more opportunities for academic achievement. In eight years of the year-round quarter system, a gifted student could cover as much academic ground as he could in 11 years of the traditional September - June calendar. For the average student, a longer school year would allow him to pursue courses and interests such as vocational education, music, art or work experience for which there is not sufficient time during the traditional school year. Even high school athletes and those involved in other extra-curricular activities could benefit from the more flexible instructional schedule. The football player and marching band member who could not handle calculus in the fall would be able to make it up in another quarter.

Learning is an individual matter. Educators may wish to take a closer look at this concept of continuous learning to allow for optimum learning and retention for each student. Present technology makes this possible. Through year-round, lifelong learning systems and partnerships between social, economic and educational resources, schools may be able to make better learning and retention possible for all students.

Many school districts are currently emphasizing a back-to-basics approach and have limited summer educational opportunities for students. However, there is a continuing need for both enrichment and remediation programs to augment the basic curriculum. Year-round education provides opportunities for both enrichment and remediation through intersession programs.

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SAN DIEGO TRIBUNE Thursday, May 31, 1990

Play ball — all year round

Sports doctors pitch 12-month conditioning for young bodies

By Jack Williams
Tribune Fitness Writer

GIVEN THEIR FRAGILE, growing bodies and the dubious fitness ethic of their generation, participants in youth baseball and softball programs could be expected to self-destruct before the ink is dry on the lineup card.

But there's a buffer against sore arms, strained muscles and tender tendons. Physicians and coaches call it the pre-season prescription: year-round conditioning.

The more active you are during the year — perhaps even the more sports you try — the less susceptible to injury you'll be when the umpire yells, "Play ball!"

"It's the same situation as weekend athletes," says Dr. Barbara Messineo, an orthopedic surgeon at Harbor View Medical Center and a sports medicine specialist.

"The adult who only plays softball or basketball on the weekend is going to get more sprains and strains than if he conditioned himself throughout the week and before the season, and a number of studies have shown it's true.

"With proper conditioning you can prevent the onset of overuse injuries, and with early recognition of injuries you can turn them around in a couple of weeks.

"When you don't pay attention to a little hurt, it turns into a bigger one — a stress fracture to a chronic or complete fracture, a strain to a rupture."

And before you know it, you're out for the season.

With this in mind, coaches of youth leagues throughout the county have been introduced this season to sports medicine seminars sponsored by the American Orthopaedic Association.

"It's helped answer one of the biggest questions we had: How do we know when a kid's arm has had enough and what can we look for to determine that?" said Al Hernandez, safety officer for Fletcher Hills Little League, District 41, in East County.

In the interests of preventive medicine, one Fletcher Hills Little League coach — former San Diego Charger place-kicker Dick Van Raaphorst — has gone an extra inning.

"We go into the off-season in October and November with the idea of strengthening the kids' arms, using the same exercises that (Texas Rangers pitcher) Nolan Ryan does, devised by Dr. Frank Jobe (the physician who recently operated on the shoulder of Orel Hershiser of the Los Angeles Dodgers)," said Van Raaphorst. "We combine that with a shoulder-stretching program we got from Arizona State University.

"We take rubber tubing with Velcro handles through a stretching motion."

Van Raaphorst also introduces a running program, using a Philadelphia Eagles video as a guideline, and flexibility exercises. He has made the information accessible to the rest of the league.

"In the off-season," he said, "I meet individually with the parents and make them conscious of the program we want the kids to follow. Fortunately, we haven't had any sore arms or pulled muscles."

It's no accident that Van Raaphorst's Yankees were District 41 champs last year. He encourages his athletes — as he has his three sons — to play as many sports as they can.

Specialization can wait.

"When you put all your eggs in one basket, if it has a hole in it, you're going to have one depressed person," he said. "The kids we get in Little League from another sport are looser and in better shape. It's the others who have the arm and leg problems because they haven't gone from sport to sport."

Said Ken Lehr, president of Fletcher Hills Little League: "Because of activities like soccer, which runs into baseball season, and the emphasis on youth basketball, I see kids in better shape in terms of endurance."

Year-round sports doesn't mean playing the same sport year-round, points out Messineo.

"Going through the same motions repeatedly can overstrain the muscles," she said. "You're going to wind up with overuse injuries. Everybody wants their kids to be great athletes, and the kids are not ready for it."

At least, not until they receive equal doses of strength, flexibility and endurance training to minimize their risk of injury.

Playing sports year-round may compensate for diminishing physical-education programs in most schools — a dilemma, said Lehr, that found only one of 150 boys passing a President's Council on Sports and Physical Fitness examination at his son's school, Northview Elementary.

In statewide tests of California children last year, 13 percent of fifth-graders, 20 percent of seventh-graders and 26 percent of ninth-graders met at least four of five fitness standards, prompting this response from Bill Honig, superintendent of public instruction in California:

"These results substantiate what we have been saying for some time. Many youngsters begin school physically unfit, and though the picture brightens somewhat as students progress through the grades, the majority of students remain unfit."

The benefits of 12-month physical conditioning apply equally to year-round academic/intellectual conditioning.

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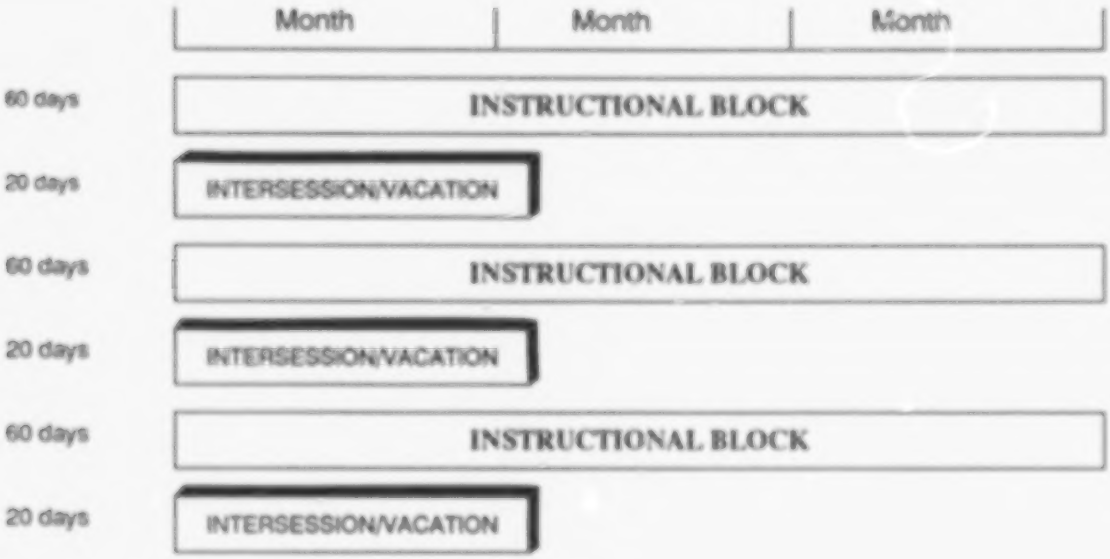
2. YRE Provides Intersession for Remediation and/or Enrichment (60-20 Calendar)



The State of California funds two summer school/intersession programs:

1) **Mandated Summer School/Intersession Program for Students in Grades 7-12 who have not met the District's standards of proficiency in basic skills, Education Code, Section 37252.**

   A district with a 60-20 YRE Calendar could provide three 20-day Mandated Summer School/Intersession opportunities for students in grades 7-12 who have not passed their grade-level proficiency tests. A student who has completed 180 days of the regular school year could potentially **add an additional 60 days of summer school/intersession instruction** for a total of **240 days of instruction** within a school year.

2) **Summer School/Intersession Core Academic Programs for students in grades K-12, Education Code, Section 42239.**

   A district operating a 60-20 YRE calendar could also provide a Summer School/Intersession Core Academic Program for up to 7% of the District's K-12 CBED's enrollment count for a maximum of 120 hours of instruction per student.

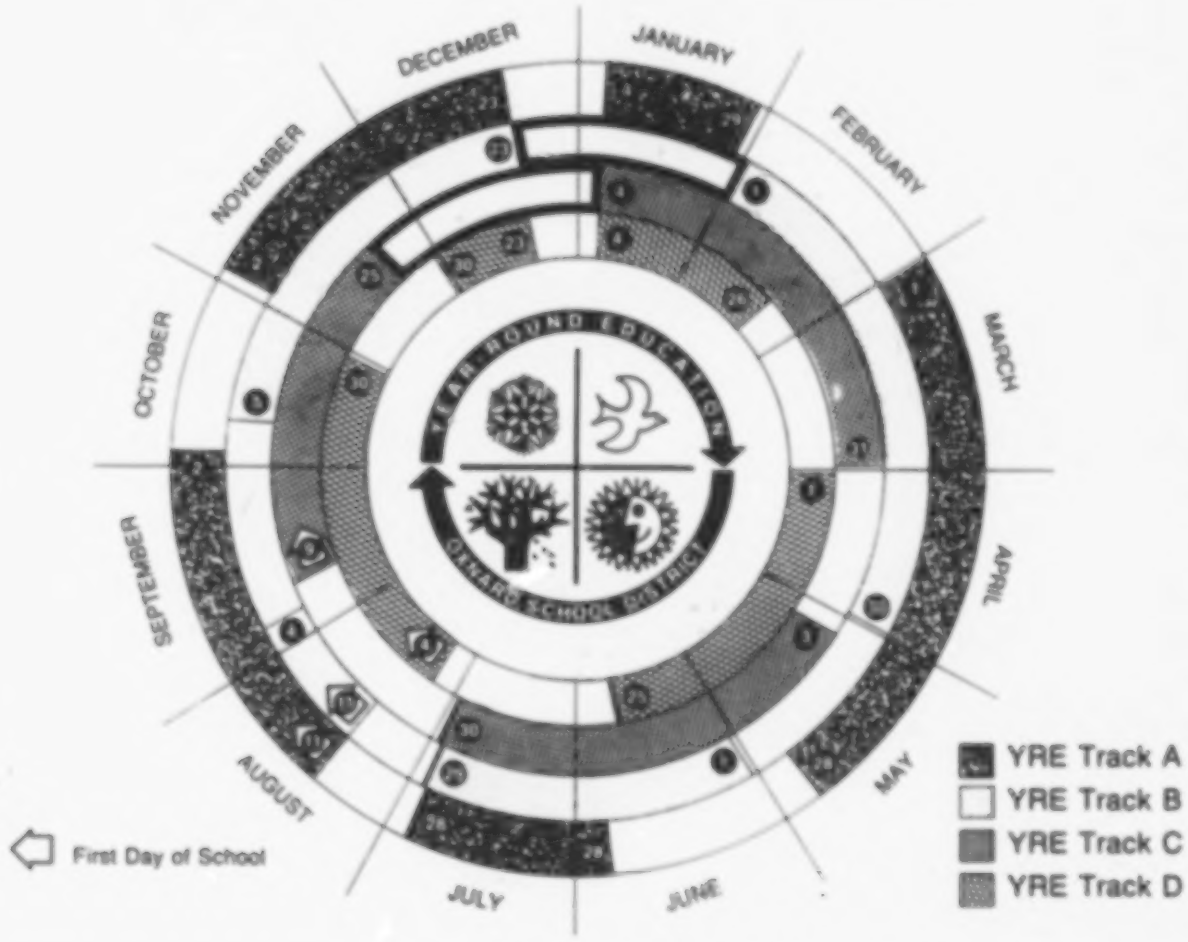
   A K-8 district with 12,000 students could, therefore, provide this program for 840 students with each student receiving 2 weeks of instruction during each of the 3 intersession periods at 4 hours per day.

   Students participating in this program could **add 30 days of instruction** to their regular 180-day school year for a total of **210 instructional days.**

"Remediation can occur throughout the year by using more frequent vacation periods, rather than limiting it to summer school after nine months of failure and frustration."

3. YRE Provides Winter Vacations/Intersessions for Migrant Students

1992-93 SCHOOL YEAR CALENDAR



The Oxnard Plain is an extraordinarily fertile, productive agricultural area requiring farm/migrant labor throughout the year. Because the harvest and the need for farm labor tends to be less demanding during the months of December and January, many years of experience have shown that 3-5% of the District's student population -- primarily children of migrant farm-workers -- will leave Oxnard at this time of year for a period of **four to six weeks** to be with family in other areas of the Southwest or Mexico.

Families who routinely leave the area for these extended Winter vacations are encouraged to enroll their children in YRE track B, which has a 6-week break extending from December 22 through January 30, or YRE track C, which has a 6-week break extending from November 22 through January 1. Students assigned to tracks B and C are in school during the months of June and July when their parents are generally involved in agriculture-related labor.

Prior to YRE, many of the District's migrant students were enrolled in school for 150 days or less. YRE provides these children the opportunity for a full 180-day school year, plus three intersession opportunities for remedial assistance, if needed.

4. YRE Provides Quality Substitute Teachers and Quality Teachers for Summer School/Intersession Programs

In the 60-20 four-track YRE calendar, three tracks are always in session with one track always on vacation/intersession. The YRE calendar, therefore, provides the opportunity for teachers on vacation/intersession to substitute at schools, at grade-levels, and/or the days they choose to work. Teachers who are regularly employed by the District are paid at the rate of **$100 per day**; substitutes who are not regular employees are paid at a $75.00 daily rate. When most of the District's substitute teachers are regular staff members, **the quality, momentum and continuity of instruction can be maintained.**

Similarly, when "Summer School"/Intersession teachers are drawn from the District's regular teaching staff, quality instruction is assured.

First Trimester

"September"		"June"

"Summer"

Second Trimester

"September"		"June"

"Summer"

Third Trimester

"September"		"June"

"Summer"

". . . and the reason we have summer vacation is so you can go home to help with the crops."

5. YRE Reduces Teacher and Student Burnout

"I could've written a warm, funny, moving acceptance speech if you'd given me this 20 years ago."

"Listen, Kids. . . When Mommy gets home from work, she needs a few minutes to unwind before she can give you her full attention. . . So that's why she's in the closet."

When teachers and students have a month-long vacation following each of the three 60-day/3-month instructional blocks, there are three opportunities during the school year to relax and unwind.

On three occasions during the school year, therefore, both teachers and students experience the "September-phenomenon" -- the eagerness, anticipation and readiness to return to school.

Oxnard and other districts have also found that these one-month vacation/intersession breaks have contributed to a reduction in teacher and student absenteeism and stress. A three-year study of Year-Round Education in Utah found that **seventy-three percent** of the Year-Round teachers reported **less stress** on the Year-Round calendar than on the nine-month calendar.

For a three-year period when the Oxnard School District maintained both YRE and nine-month traditional schools, it was found that student suspensions had decreased by 30% in YRE schools compared to the rate of pupil suspensions at traditional schools. An analysis of the research data further revealed that the frequency of pupil suspensions and other disciplinary action at traditional schools was lowest during the early months of the school year -- September, October and November, and in January following the 2-week winter break. The frequency of suspensions increased significantly from March through June.

In the YRE schools, with **three "Septembers"** and less of the "March through June" stress, students struggling academically and those with an inclination toward misbehavior experience three well-placed opportunities for rejuvenation and relaxation.

Students who exhibit a pattern of misbehavior, those with behavioral disorders, including students requiring special education program services, very often are the students who are most adversely affected by the traditional, agrarian school calendar.

If such students are involved in counselling or other special programs, the shorter vacation breaks provide for greater continuity of the appropriate intervention and the opportunity for staff to more effectively monitor student progress.

6. YRE Provides Continuing, Year-long Opportunities for Staff Development

Never before has there been a more urgent need to strengthen the professional competencies of our staff and to up-grade the curriculum and the instructional resources provided at our schools.

Schools maintaining the traditional school calendar generally provide staff development and curriculum development opportunities during the summer or on "release days" during the school year which require the service of substitute teachers.

Since a 60-20 multi-track YRE school, for example, has one-fourth of its teaching staff on vacation/intersession each month of the year, these periods become valuable staff and curriculum development opportunities -- and tend to require minimal, if any, "release days" from a teacher's normal teaching assignment.

Teachers "released" from their regular classroom duties for such professional activities incur substitute teacher costs. YRE teachers who participate in such activities during their vacation/intersession periods are, of course, appropriately compensated.

A YRE calendar, single or multi-track, clearly offers greater opportunities and greater flexibility for staff and curriculum development than would normally be available to teachers assigned to the September-June school calendar.

Staff development and curriculum development, if "one-shot" events, are often minimally effective and are an inefficient use of staff time and district funds.

Effective staff development and curriculum development programs, similar to student learning, involve an incremental accumulation of knowledge and skills requiring **continuing reinforcement** for full mastery.

The Oxnard School District, utilizing this enormously beneficial aspect of the YRE calendar, maintains a "Professional Development Center" with two full-time staff members who provide a year-long schedule of staff and curriculum development activities.

7. YRE Provides Students on Intersession the Opportunity to Volunteer in Various Capacities at School and in the Community

Teen-agers 'adopt' grandparents

Junior high students make Easter deliveries to residents of nursing home

Sunday, April 19, 1992 The Press-Courier

By JILL BOEKENOOGEN
Press-Courier Lifestyle Editor

It wasn't the Easter bunny delivering baskets to the residents of Maywood Acres in Oxnard. It was much better.

The residents were receiving gift baskets from their "adopted" grandchildren -- students from Haydock Junior High School.

It wasn't the candy but the time spent in conversation with the 13- and 14-year-olds which meant the most to the seniors who in their 70s, 80s and 90s.

Bert Godfrey, 82, was teamed was Damien Villarreva, 13. Their favorite topic of conversation is sports, especially football.

"He's funny," said Damien of his "adopted" grandfather.

"He's a good kid," said Godfrey.

Gladys Sawers, 90, enjoys her friend Tyra Warren, 14. Mrs. Sawers indicated that she has not lived at the home for very long.

"I like the fact that she's so friendly," said Mrs. Sawers. "We get very lonely in here."

Tyra noted that the two became friends right away after a few minutes of awkwardness.

It was just by chance that 76-year-old Vera Cox and 14-year-old Delia Blaisdell were paired, but it turned out they are members of the same church, the Church of Jesus Christ of Latter-Day Saints. Delia knows Mrs. Cox's daughter.

"We just met each other last week, but we have so much in common," said Mrs. Cox. "We have a lot to talk about. She knows she can come by anytime."

SMILE ON SUNDAY'S FACE REFLECTS GOOD SPIRITS
Lynette Rodriguez greets 'adopted' grandmother Ruby Strong.

By prior arrangement with school staff, students may devote a portion of their intersession breaks serving as **peer tutors, teacher assistants, office helpers** or in **other support capacities.**

As our nation's supply of teachers, especially minority and bilingual teachers, becomes a major crisis, junior high and high school **Future Teachers Clubs** provide magnificient opportunities which may encourage and motivate students to pursue teaching careers.

The most effective means to motivate and encourage students toward such a career goal is to invite them to experience -- in a support capacity -- the teaching and operational functions of the school. Such volunteer service can be enormously enriching for the students involved and their contribution as peer tutors, teacher aides, office helpers, library assistants, and in similar roles can be a very substantial benefit to the school.

During intersession breaks, junior and senior high school students may provide tutorial service for primary and middle-grade pupils.

These students are often viewed as magnificient **role models**, and find their effort as **personally rewarding** as it is **beneficial for the students they assist.**

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8. YRE Provides High School Students the Opportunity for "Year-Round" Employment

During the summer when high school students are traditionally on vacation, the **competition for summer jobs is very keen.**

In a YRE program, such as the 3-track Concept 6 calendar, three students can fill a full-time equivalent job. In a 4-track calendar, four students could fill a full-time equivalent job. The need for service employees, especially in fast food restaurants, is far greater than the available work force. In the absence of an adequate supply of young, entry-level workers, fast-food restaurants are focusing their recruitment efforts toward senior citizens.

Young people need jobs; and **YRE multiplies the opportunities for such employment** all year round. In some districts, YRE high schools maintain an employment department to assure maximum assistance to students seeking intersession jobs.

9. YRE May Extend and Enrich Opportunities for Co-curricular and Extra-curricular Activities

There is no doubt that YRE calendars force major adjustments in the approach to extra-curricular and co-curricular activites, but these adjustments may also extend and enrich student participation in such activities. **Football players**, for example, make sure they are on a track that is in school during football season if they want the traditional option of playing ball after school. Large numbers of athletes, however, purposely select to be "off track" during their major sport season so that they can concentrate just on the game. They do not worry, then, that their studies, social activities, and fatigue factors may be an overload that might detract from their participation. The **ski team** in one high school makes sure they are off during the winter block so that they can "ski all day," work in the ski patrols, or otherwise enjoy the outdoor winter life.

Music and **drama programs** have had the same experience. The complete **band, orchestra**, or **chorus** is not needed every day. Small group and individual rehearsals and practices benefit nicely from rotating schedules. Since music facilities generally do not have serious space limitations, "off-track"/intersession students are often invited, if not encouraged, to participate with their chorus, band, or orchestra for as many days as they wish. While students who take advantage of this intersession opportunity may need to make their own transportation arrangements to and from school, they may add from 20 to 30 additional days of music instruction beyond the regular school year. When there is a need for a practice session with the full orchestra or when special programs are scheduled, students on intersession generally return to participate with their group.

YRE schools have formed unique approaches to **student government**. They may retain the traditional format, increasing communication with those off track and sometimes requesting that they return for a meeting. Or they may organize student councils for each track. This latter approach provides several groups of students opportunities for leadership rather than one. The activities of the student council president may rotate among the track leaders, or "all-school" co-presidents can be elected to share leadership when on and off track.

Similar innovative patterns can be developed for drama (four plays instead of one all-school play, or the students can return during intersessions/vacations as do the athletes), **clubs, science fairs, art festivals, school dances**, and other similar interest and social events. Students adjust well; and teachers, coaches and sponsors can be exceptionally creative in organizing enriching, rewarding opportunities for all those who want to join in both co-curricular and extra-curricular activities. They need encouragement, support and ideas from an understanding administration -- one determined to create success for all phases of learning affected by the year-round education program.

Extra-curricular activities

Year-round schools continue to provide sports, band, drama, journalism and other existing activities. Students who are on vacation ("off track") when seasonal activities are taking place can still participate. In fact, being "off track" may allow them to devote more time to the activity, if they wish.

10. YRE Provides Students and Their Families with Multiple Vacation Options During the School Year

Parents and students who have experienced YRE acknowledge that **multiple opportunities for family vacations** during the year are a major advantage to the program. YRE families vacationing at Yosemite in the spring and fall have discovered one of nature's greatest wonders in a manner that is simply not possible in the hot and crowded summer. Similarly, YRE families visiting Disneyland in March, October, or anytime outside the summer tourist season, have found the magic in the "Magic Kingdom."

As our nation's population increases and recreational-vacation facilities become more crowded, there will be an increasing interest in non-summer family vacations. **Our states are filled with magnificent parks, beaches, campgrounds, hiking trails, mountains, lakes, community tennis courts, libraries, museums, art galleries and other similar facilities for the YRE family.**

Escaping crowded facilities is only one of the advantages for the YRE vacationer; the weather is often much more desirable outside the summer months, and lower, off-season vacation costs, especially for lodging, can also be a substantial advantage.

Perhaps it's only reasonable that **Year-Round Schools** be accompanied by **Year-Round Vacations!**

Students with a low self-image gain self-esteem through believable achievement rather than just talking about the need for self-esteem or receiving vacuous "warm fuzzies." Once they experience a real pay-off from honest effort, they begin to take pride in effort, begin to gain a sense of personal potency, and then start achieving.

Jerry Conrath

EdSource

Teachers consistently report that students do not forget as much over short vacations as they did over the long summer break, which means that less time is spent on review at the beginning of each term.

NOVEMBER 1990

Instructional benefits

Year-round education reorganizes the school year to provide more continuous instruction and to reduce, but not eliminate, the summer vacation. Districts can implement year-round education in various ways, adapting it to local situations.

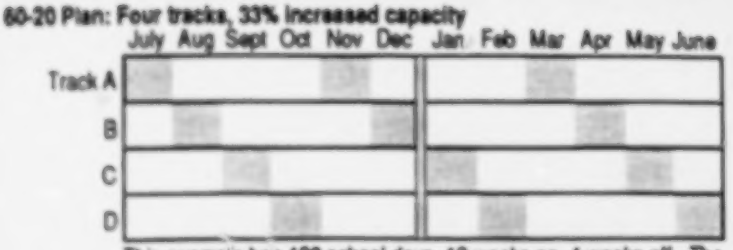
The September-June calendar interrupts a student's learning pattern. Consequently, there is a need for considerable review at the beginning of an instructional year, wasting time that students could use to acquire new information.

For instance, an increasing number of students come from homes where formal English is not the primary language. Proficiency in any language requires formal instruction on a continuous basis. A long summer vacation disrupts this formal training, and for most students, the language of summer is the language of the family and community, whether it be English or another language. Three months away from formal instruction hinders language acquisition.

National School Boards Association June 1990

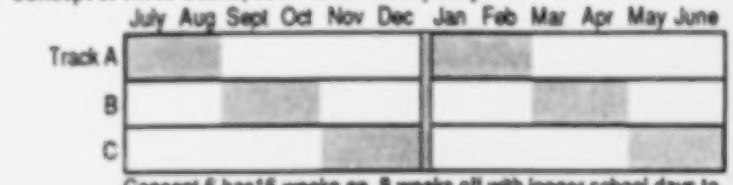
Examples of Year-Round School Calendars

60-20 Plan: Four tracks, 33% increased capacity



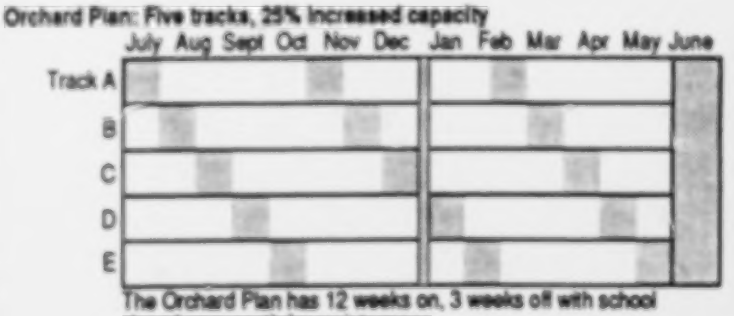
This example has 180 school days, 12 weeks on, 4 weeks off. The 90-30 Plan would have 18 weeks on, 6 weeks off while the 45-15 Plan has 9 weeks on, 3 weeks off.

Concept 6: Three tracks, 50% increased capacity



Concept 6 has16 weeks on, 8 weeks off with longer school days to compensate for the 163-day school year.

Orchard Plan: Five tracks, 25% increased capacity



The Orchard Plan has 12 weeks on, 3 weeks off with school closed one month for maintenance.

EdSource 11/90

EdSource

Many students in a year-round elementary school in Oroville, for example, eagerly come to school on their vacation days for activities or to work as aides and cross-age tutors. Their enthusiasm suggests that children may have a different capacity for schooling than the 180 days imposed by current law and limited funding for summer school.

NOVEMBER 1990

Year-round education: learning more for less

Students experiencing learning difficulties in a traditional September-June calendar most usually go through nine months of failure and frustration before they are invited to attend summer school — far too late for effective remediation to occur. In contrast, intermittent vacations accommodate more frequent remediation in direct response to student needs.

National School Boards Association

June 1990